



## **AUXILIUM COLLEGE (Autonomous)**

(Accredited by NAAC with A+ Grade with a CGPA of 3.55 out of 4 in the 3<sup>rd</sup> cycle)  
Gandhi Nagar, Vellore – 6.

# **OTHER ONLINE COURSE COMPLETION CERTIFICATES**

**2022 – 2023**



## Certificate of Achievement

# Deeksha A

has completed the following course:

### PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



**Audrey Bollier**  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**Hani Mansourian**

Alliance for Child Protection in Humanitarian Action  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**THE ALLIANCE**  
FOR CHILD PROTECTION  
IN HUMANITARIAN ACTION

The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit [futurelearn.com/proof-of-learning/certificate-of-achievement](https://futurelearn.com/proof-of-learning/certificate-of-achievement).

This certificate represents proof of learning. It is not a formal qualification, degree, or part of a degree.



## Deeksha A

has completed the following course:

### **PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

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The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

#### **STUDY REQUIREMENT**

6 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
  - Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
  - Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation
  - Describe how to jointly implement with other sectors to protect children
  - Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
  - Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
  - Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
  - Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
  - Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
  - Describe how to jointly implement with other sectors to protect children
  - Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks

#### **SYLLABUS**

By the end of the course, you will be able to...



## Certificate of Achievement

# Gajalakshmi.B B

has completed the following course:

**COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY**  
THE LEGO FOUNDATION

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd  
Head of Evidence,  
The LEGO Foundation

## The LEGO Foundation

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# The LEGO Foundation

## Gajalakshmi.B B

has completed the following course:

### COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION

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This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support. The course covered topics such as - Learning through Play - Holistic skill development - Adversity/resilience - Social Support - Identification of distress - Predictability and Child Development - Perspective-taking - Adults wellbeing

#### STUDY REQUIREMENT

9 weeks, 2 hours per week

#### LEARNING OUTCOMES

- Apply social emotional learning through Play in practise
- Identify how we learn through play
- Demonstrate strategies to support a child's learning through play in relation to social-emotional learning
- Explain Mental Health Psychosocial Support and Social Emotional Learning
- Demonstrate mitigation strategies
- Identify the challenges children may face in transitions back and forth from remote learning/ homes to in-person/schools during crisis
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- Explain why adult wellbeing is important for children
- Demonstrate stress management strategies, including mindfulness, individual and social strategies

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- Apply psychosocial support for children in early childhood
- Design their own age-sensitive activities to support children in crisis

#### SYLLABUS

- Foundations of Learning through Play
- Importance of MHPSS / SEL in Crisis
- Adult Wellbeing
- Age sensitive SEL knowledge and activities
- Coping with Changes and Transitions



## Certificate of Achievement

# Hemalatha .T

has completed the following course:

**UNDERSTANDING MENTAL HEALTH IN MUSLIM COMMUNITIES  
CARDIFF UNIVERSITY**

In this course, learners were introduced to some of the distinctive ways in which Muslims understand, and experience, mental health problems. Learners considered how they would use this understanding to provide better mental health support for Muslims.

4 weeks, 5 hours per week



**Professor Sophie Gilliat-Ray**  
Cardiff University



**Dr Asma Khan**  
Cardiff University



In association with



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In this course, learners were introduced to some of the distinctive ways in which Muslims understand, and experience, mental health problems. Learners considered how they would use this understanding to provide better mental health support for Muslims.

#### STUDY REQUIREMENT

4 weeks, 5 hours per week

#### LEARNING OUTCOMES

- Identify some of the distinctive ways in which Muslims may experience mental health problems
- Develop an understanding of why experiences of mental health problems can vary between different groups of Muslims
- Explore the impacts of Islamic beliefs and practices on mental health
- Evaluate the inclusion of spiritual or religious factors in existing holistic frameworks for understanding mental health problems when working with Muslim individuals and communities
- Reflect upon how mainstream health and social care practitioners might create conditions or environments where Muslims can feel comfortable talking about faith in a mental health context
- Reflect upon how Muslim practitioners might create conditions or environments where Muslims can feel comfortable talking about mental health problems in a faith context

#### SYLLABUS

- Introduction to the course and Muslim worldview
- Muslim Experiences of Mental Health
- Common Mental Health Problems Among Muslims

- What is 'recovery', and who can help?



## Certificate of Achievement

# Indu p

has completed the following course:

### **COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION**

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9 weeks, 2 hours per week



**Amy Jo Dowd**  
Head of Evidence,  
The LEGO Foundation

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- Coping with Changes and Transitions



## Certificate of Achievement

# Jaya pradha K

has completed the following course:

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THE LEGO FOUNDATION

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9 weeks, 2 hours per week



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## Certificate of Achievement

# Monisha Sankar

has completed the following course:

**COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY**  
**THE LEGO FOUNDATION**

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd  
Head of Evidence,  
The LEGO Foundation

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# The LEGO Foundation

## Monisha Sankar

has completed the following course:

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## Certificate of Achievement

# Nivetha B

has completed the following course:

**COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY**  
THE LEGO FOUNDATION

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9 weeks, 2 hours per week



Amy Jo Dowd  
Head of Evidence,  
The LEGO Foundation

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# CERTIFICATE OF COMPLETION

Presented to

**Pavithra Lingamoorthy**

For successfully completing a free online course  
Smart English Basics for Professionals

Provided by

Great Learning Academy





## Certificate of Achievement

# Preena P

has completed the following course:

### COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



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Head of Evidence,  
The LEGO Foundation

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# The LEGO Foundation

## Preena P

has completed the following course:

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#### **SYLLABUS**

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## Certificate of Achievement

# PRIYANKA V

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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#### **STUDY REQUIREMENT**

4 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Explore new and emerging core teaching practices to facilitate effective learning in a classroom setting
- Evaluate different teaching practices as solutions to learning needs
- Apply core teaching practices and create a teaching artefact (e.g. lesson plan)
- Understand the edutech ecosystem of Victoria and each provider's role in the learner journey

#### **SYLLABUS**

- Gender Equity in Teaching Practice from Women's Health Victoria
- Play through Reading from Australian Catholic University
- Collaboration Skills in the Classroom from ACER (Australian Council for Educational Research)
- Supporting Students with Additional Needs from Deakin University
- English Speaking Skills from Deakin University English Language Institute
- Teaching Online from FutureLearn
- Teaching in Nature from Federation University

- Understanding the Zone of Proximal Development from Holmesglen Institute
- Flipped Learning from Melbourne Polytechnic
- Engaging Young Readers from Storybox Library



## Certificate of Achievement

# Sandhiya S

has completed the following course:

**COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY**  
THE LEGO FOUNDATION

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9 weeks, 2 hours per week



Amy Jo Dowd  
Head of Evidence,  
The LEGO Foundation

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#### **SYLLABUS**

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# Shalini M

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# Spenola merlin. J Merlin

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The LEGO Foundation

## The LEGO Foundation

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# The LEGO Foundation

## Swetha P

has completed the following course:

### **COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY** THE LEGO FOUNDATION

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This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support. The course covered topics such as - Learning through Play - Holistic skill development - Adversity/resilience - Social Support - Identification of distress - Predictability and Child Development - Perspective-taking - Adults wellbeing

#### **STUDY REQUIREMENT**

9 weeks, 2 hours per week

#### **LEARNING OUTCOMES**

- Apply social emotional learning through Play in practise
- Identify how we learn through play
- Demonstrate strategies to support a child's learning through play in relation to social-emotional learning
- Explain Mental Health Psychosocial Support and Social Emotional Learning
- Demonstrate mitigation strategies
- Identify the challenges children may face in transitions back and forth from remote learning/ homes to in-person/schools during crisis
- Develop routines to create a sense of normalcy through rapid transitions and changes
- Apply strategies to collaborate with other adults to create consistency across a child's social-ecological system
- Explain why adult wellbeing is important for children
- Demonstrate stress management strategies, including mindfulness, individual and social strategies

- Explore the different phases of brain development and the potential effects of crisis on their social, emotional, and cognitive development
- Apply psychosocial support for children in early childhood
- Design their own age-sensitive activities to support children in crisis

#### **SYLLABUS**

- Foundations of Learning through Play
- Importance of MHPSS / SEL in Crisis
- Adult Wellbeing
- Age sensitive SEL knowledge and activities
- Coping with Changes and Transitions



# CERTIFICATE OF COMPLETION

Presented to

**Krithika M.S**

For successfully completing a free online course  
**Human Resource Management**

Provided by

**Great Learning Academy**

(On March 2023)



## Certificate of Achievement

# Jenifer S

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Jenifer S

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

---

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by Deakin University, Federation University, Australian Catholic University, Holmesglen Institute, Melbourne Polytechnic, FutureLearn, Women's Health Victoria, Australian Council for Educational Research (ACER) and Storybox Library.

#### **STUDY REQUIREMENT**

4 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Explore new and emerging core teaching practices to facilitate effective learning in a classroom setting
- Evaluate different teaching practices as solutions to learning needs
- Apply core teaching practices and create a teaching artefact (e.g. lesson plan)
- Understand the edutech ecosystem of Victoria and each provider's role in the learner journey

#### **SYLLABUS**

- Gender Equity in Teaching Practice from Women's Health Victoria
- Play through Reading from Australian Catholic University
- Collaboration Skills in the Classroom from ACER (Australian Council for Educational Research)
- Supporting Students with Additional Needs from Deakin University
- English Speaking Skills from Deakin University English Language Institute
- Teaching Online from FutureLearn
- Teaching in Nature from Federation University

- Understanding the Zone of Proximal Development from Holmesglen Institute
- Flipped Learning from Melbourne Polytechnic
- Engaging Young Readers from Storybox Library



## Certificate of Achievement

# Mahalakshmi Y

has completed the following course:

**RELIGION AND SEXUAL WELLBEING: PLEASURE, PIETY, AND REPRODUCTIVE RIGHTS**  
**UNIVERSITY OF GRONINGEN**

This online course explored how religion, culture, and politics intersect with women's sexual wellbeing.

4 weeks, 3 hours per week



**Kim Knibbe**

Associate Professor Sociology and Anthropology of  
Religion  
University of Groningen



**Brenda Bartelink**

Assistant Professor  
University of Groningen



university of  
 groningen



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## Mahalakshmi Y

has completed the following course:

### RELIGION AND SEXUAL WELLBEING: PLEASURE, PIETY, AND REPRODUCTIVE RIGHTS UNIVERSITY OF GRONINGEN

---

This course explored the role of religion in sexual and reproductive health and rights (SRHR) and sexual wellbeing. With the help of case-studies from the Philippines, Zimbabwe, and the Netherlands the course investigates what the consequences of cultural polarisation around reproductive rights are, and how people become sexually knowledgeable.

- How do people become sexually knowledgeable?
- Case studies from the Philippines, Zimbabwe, and the Netherlands.

#### STUDY REQUIREMENT

4 weeks, 3 hours per week

#### LEARNING OUTCOMES

- Explore the dynamics of current polarization in cases on sexual health and reproductive rights you observe in the media in relation to their local, national and global histories.
- Investigate the differences and interactions between 'grand schemes and everyday life' concerning religion and sexuality.
- Identify the context of religion and sexuality in specific cultural and gendered contexts.
- Reflect on all the different contexts through which people become sexually knowledgeable.
- Investigate the consequences of the polarizing dynamics between religious and secular actors concerning possibilities to improve sexual wellbeing.
- Reflect on how to position yourself in a way that supports people's sexual wellbeing and health.

#### SYLLABUS

- Polarisation and the role of religion in reproductive politics at the global level.
- Religion and sexuality as grand schemes and in everyday life.
- Navigating sexual wellbeing and gendered forms of violence.



## Certificate of Achievement

# RAJARAJESHWARI R

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## RAJARAJESHWARI R

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

---

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by Deakin University, Federation University, Australian Catholic University, Holmesglen Institute, Melbourne Polytechnic, FutureLearn, Women's Health Victoria, Australian Council for Educational Research (ACER) and Storybox Library.

#### **STUDY REQUIREMENT**

4 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Explore new and emerging core teaching practices to facilitate effective learning in a classroom setting
- Evaluate different teaching practices as solutions to learning needs
- Apply core teaching practices and create a teaching artefact (e.g. lesson plan)
- Understand the edutech ecosystem of Victoria and each provider's role in the learner journey

#### **SYLLABUS**

- Gender Equity in Teaching Practice from Women's Health Victoria
- Play through Reading from Australian Catholic University
- Collaboration Skills in the Classroom from ACER (Australian Council for Educational Research)
- Supporting Students with Additional Needs from Deakin University
- English Speaking Skills from Deakin University English Language Institute
- Teaching Online from FutureLearn
- Teaching in Nature from Federation University

- Understanding the Zone of Proximal Development from Holmesglen Institute
- Flipped Learning from Melbourne Polytechnic
- Engaging Young Readers from Storybox Library



## Certificate of Achievement

# Shalini. K

has completed the following course:

### UNDERSTANDING ADHD: CURRENT RESEARCH AND PRACTICE KING'S COLLEGE LONDON


The course covered ADHD as a developmental disorder, considering controversies related to the condition. The course explored the diagnosis and best practice treatment of ADHD and practical strategies to help the educational and personal development of people with ADHD.

4 weeks, 2 hours per week



Dr Mark Kennedy

Senior Teaching Fellow, Institute of Psychiatry, Psychology & Neuroscience  
King's College London



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## Shalini. K

has completed the following course:

### **UNDERSTANDING ADHD: CURRENT RESEARCH AND PRACTICE** **KING'S COLLEGE LONDON**

---

The course covered ADHD as a developmental disorder, considering controversies related to the condition. The course explored the diagnosis and best practice treatment of ADHD and practical strategies to help the educational and personal development of people with ADHD.

#### **STUDY REQUIREMENT**

4 weeks, 2 hours per week

#### **LEARNING OUTCOMES**

- Discuss the prevalence and impact of ADHD in children, adolescents and adults.
- Discuss ADHD as a disorder and how it differs from normal behaviour.
- Be able to critically assess key factors in the conceptualisation and understanding of the disorder.
- Discuss the core challenges faced by those with ADHD, their families and relevant professionals.
- Discuss wider issues related to ADHD, such as labelling and stigma from multiple perspectives.
- Demonstrate an empathic understanding of the experiences of people living with ADHD.
- Describe core principles, tools and techniques used in the screening and diagnosis of ADHD, and the factors that may impact on the accuracy of a diagnosis.
- Explain how ADHD is distinguished from, and relates to, other common neurodevelopmental, behavioural and mental health problems.
- Reflect upon and discuss current evidence for the genetic and environmental vulnerability for ADHD, and associated neurological mechanisms for ADHD.
- Critically discuss the current evidence base for both pharmaceutical and non-pharmaceutical interventions for ADHD.

- Evaluate the rationale, mechanism, and limitations of the primary medical and psychosocial treatments for ADHD.
- Evaluate practical strategies to support the educational and personal development of those living with ADHD.
- Be able to identify resources and relevant support services for those living with ADHD.
- Evaluate the biological and environmental risk factors for ADHD.

#### **SYLLABUS**

- What ADHD is, and the controversies raised by the concept of ADHD
- Latest neuroscientific and psychiatric research based on the mechanisms, symptoms and impairments of ADHD
- ADHD as a developmental disorder throughout the lifespan: genes, environments (protective and risk factors)
- Latest neuroscientific and psychiatric research based on the various means of screening and assessing for child ADHD
- Latest neuroscientific and psychiatric research based on the mechanisms, diagnosis and treatment of adult ADHD
- Understanding best practice in treatment for ADHD Mechanisms and efficacy of psychosocial treatments, pharmacological treatments supporting positive outcomes for those with ADHD and their families



## Certificate of Achievement

# Tamil Selvi.S

has completed the following course:

### COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd  
Head of Evidence,  
The LEGO Foundation

## The LEGO Foundation

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## Tamil Selvi.S

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This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support. The course covered topics such as - Learning through Play - Holistic skill development - Adversity/resilience - Social Support - Identification of distress - Predictability and Child Development - Perspective-taking - Adults wellbeing

#### **STUDY REQUIREMENT**

9 weeks, 2 hours per week

#### **LEARNING OUTCOMES**

- Apply social emotional learning through Play in practise
- Identify how we learn through play
- Demonstrate strategies to support a child's learning through play in relation to social-emotional learning
- Explain Mental Health Psychosocial Support and Social Emotional Learning
- Demonstrate mitigation strategies
- Identify the challenges children may face in transitions back and forth from remote learning/ homes to in-person/schools during crisis
- Develop routines to create a sense of normalcy through rapid transitions and changes
- Apply strategies to collaborate with other adults to create consistency across a child's social-ecological system
- Explain why adult wellbeing is important for children
- Demonstrate stress management strategies, including mindfulness, individual and social strategies

- Explore the different phases of brain development and the potential effects of crisis on their social, emotional, and cognitive development
- Apply psychosocial support for children in early childhood
- Design their own age-sensitive activities to support children in crisis

#### **SYLLABUS**

- Foundations of Learning through Play
- Importance of MHPSS / SEL in Crisis
- Adult Wellbeing
- Age sensitive SEL knowledge and activities
- Coping with Changes and Transitions



## Certificate of Achievement

# Sangavi R

has completed the following course:

**UNDERSTANDING ANXIETY, DEPRESSION AND CBT**  
UNIVERSITY OF READING

This course explored anxiety and depression, dispelling common myths and stereotypes around these disorders. It also explored how CBT targets the vicious cycles which keep these difficulties going, by sharing the expertise of CBT therapists and patients who have experienced CBT first hand.

5 weeks, 3 hours per week



**Dr. Michelle Lee**  
Associate Lecturer and Project Lead  
University of Reading



In association with



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## Sangavi R

has completed the following course:

### UNDERSTANDING ANXIETY, DEPRESSION AND CBT UNIVERSITY OF READING

---

This course explored anxiety and depression, dispelling common myths and stereotypes around these disorders. It also explored how CBT targets the vicious cycles which keep these difficulties going, by sharing the expertise of CBT therapists and patients who have experienced CBT first hand.

#### STUDY REQUIREMENT

5 weeks, 3 hours per week

#### LEARNING OUTCOMES

- Describe the key signs and symptoms of depression and identify how a depressive disorder differs from simply feeling low or down.
- Describe how a depressive disorder is diagnosed and identify an appropriate assessment tool.
- Describe the key signs and symptoms of the most frequently occurring anxiety disorders and identify how anxiety disorders differ from simply feeling worried or nervous.
- Describe how anxiety disorders are diagnosed and identify an appropriate assessment tool.
- Identify the most common stereotypes surrounding anxiety and depression and evaluate them on the basis of current knowledge.
- Describe how Cognitive Behavioural Therapy can be delivered and identify the types of difficulties that it can help with.
- Summarise how what we know about perception (making sense of the world around us) can help us to understand the CBT approach better.
- Identify the key components of a Cognitive Behavioural approach to understanding anxiety and depression.

- Describe how specific kinds of behaviours and thought pattern can maintain difficulties in anxiety and depression and identify key CBT techniques which are used to address these in therapy.

#### SYLLABUS

- Week 1 provides an introduction to how we perceive the world around us and how this relates to the Cognitive Behavioural approach to anxiety and depression. It explores how CBT can be delivered and the types of difficulties it can help.
- Week 2 looks at depression within a CBT framework, exploring what depression is (and is not) as well as highlighting commonly held myths and stereotypes around depression.
- Week 3 explores anxiety within a CBT framework. It covers the function and positive role of 'normal' anxiety exploring the difference between 'normal' anxiety and anxiety disorders.
- Week 4 focuses on how behaviour changes in anxiety and depression, how these changes can maintain difficulties and how CBT techniques are used in therapy to address them.
- Week 5 focuses on 'cognitions' or thoughts; specifically the types of thoughts which commonly occur in anxiety and depression, how they maintain difficulties and what CBT techniques are used in therapy to address them.



# CERTIFICATE OF COMPLETION

Presented to

**Saranya Amrutha**

For successfully completing a free online course  
**Principles of Management**

Provided by

**Great Learning Academy**

(On March 2023)



# CERTIFICATE OF COMPLETION

Presented to

**Indhu Mathi. T**

For successfully completing a free online course  
**Principles of Management**

Provided by

**Great Learning Academy**

(On March 2023)



## Certificate of Achievement

# DEEPA P

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## DEEPA P

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

---

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by Deakin University, Federation University, Australian Catholic University, Holmesglen Institute, Melbourne Polytechnic, FutureLearn, Women's Health Victoria, Australian Council for Educational Research (ACER) and Storybox Library.

#### **STUDY REQUIREMENT**

4 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Explore new and emerging core teaching practices to facilitate effective learning in a classroom setting
- Evaluate different teaching practices as solutions to learning needs
- Apply core teaching practices and create a teaching artefact (e.g. lesson plan)
- Understand the edutech ecosystem of Victoria and each provider's role in the learner journey

#### **SYLLABUS**

- Gender Equity in Teaching Practice from Women's Health Victoria
- Play through Reading from Australian Catholic University
- Collaboration Skills in the Classroom from ACER (Australian Council for Educational Research)
- Supporting Students with Additional Needs from Deakin University
- English Speaking Skills from Deakin University English Language Institute
- Teaching Online from FutureLearn
- Teaching in Nature from Federation University

- Understanding the Zone of Proximal Development from Holmesglen Institute
- Flipped Learning from Melbourne Polytechnic
- Engaging Young Readers from Storybox Library



## Certificate of Achievement

# Pavula R

has completed the following course:

**RELIGION AND SEXUAL WELLBEING: PLEASURE, PIETY, AND REPRODUCTIVE RIGHTS**  
**UNIVERSITY OF GRONINGEN**

This online course explored how religion, culture, and politics intersect with women's sexual wellbeing.

4 weeks, 3 hours per week



**Kim Knibbe**

Associate Professor Sociology and Anthropology of  
Religion  
University of Groningen



**Brenda Bartelink**

Assistant Professor  
University of Groningen



university of  
 groningen



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## Pavula R

has completed the following course:

### RELIGION AND SEXUAL WELLBEING: PLEASURE, PIETY, AND REPRODUCTIVE RIGHTS UNIVERSITY OF GRONINGEN

---

This course explored the role of religion in sexual and reproductive health and rights (SRHR) and sexual wellbeing. With the help of case-studies from the Philippines, Zimbabwe, and the Netherlands the course investigates what the consequences of cultural polarisation around reproductive rights are, and how people become sexually knowledgeable.

#### STUDY REQUIREMENT

4 weeks, 3 hours per week

#### LEARNING OUTCOMES

- Explore the dynamics of current polarization in cases on sexual health and reproductive rights you observe in the media in relation to their local, national and global histories.
- Investigate the differences and interactions between 'grand schemes and everyday life' concerning religion and sexuality.
- Identify the context of religion and sexuality in specific cultural and gendered contexts.
- Reflect on all the different contexts through which people become sexually knowledgeable.
- Investigate the consequences of the polarizing dynamics between religious and secular actors concerning possibilities to improve sexual wellbeing.
- Reflect on how to position yourself in a way that supports people's sexual wellbeing and health.

#### SYLLABUS

- Polarisation and the role of religion in reproductive politics at the global level.
- Religion and sexuality as grand schemes and in everyday life.
- Navigating sexual wellbeing and gendered forms of violence.

- How do people become sexually knowledgeable?
- Case studies from the Philippines, Zimbabwe, and the Netherlands.



## Certificate of Achievement

# Sandhiya M

has completed the following course:

**TEACHING AND ASSESSING CORE SKILLS**  
**BRITISH COUNCIL**

This online course introduced the core skills and explored tools and approaches for teaching and assessing these skills in the classroom.

4 weeks, 3 hours per week

*Darren Coyle*

**Darren Coyle**

Programme Director, Connecting Classrooms  
British Council



The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit [futurelearn.com/proof-of-learning/certificate-of-achievement](https://futurelearn.com/proof-of-learning/certificate-of-achievement).

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## Sandhiya M

has completed the following course:

### **TEACHING AND ASSESSING CORE SKILLS BRITISH COUNCIL**

---

This online course introduced the core skills and explored tools and approaches for teaching and assessing these skills in the classroom. The course covered topics including: what are the core skills and why do they matter, breaking down the core skills into manageable steps which can be easily taught and assessed, the principles of teaching and assessing core skills, and developing an action plan to build students' core skills.

#### **STUDY REQUIREMENT**

4 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Demonstrate an understanding of the core skills and why they matter
- Develop a theoretical understanding of how core skills can be broken down to support progression
- Explore the principles that underpin effective core skills teaching and how they can be applied in your school environment
- Assess your students' existing skills and plan next steps
- Reflect on your students and school context to put together an action plan to support progression in core skills

#### **SYLLABUS**

- Introducing the core skills and why they matter
- Exploring the Skills Builder framework
- The principles of teaching and assessing core skills
- Developing an action plan to build the core skills of your students



## Certificate of Achievement

# Padma priya p

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Padmapriya Padmapriya

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

---

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by Deakin University, Federation University, Australian Catholic University, Holmesglen Institute, Melbourne Polytechnic, FutureLearn, Women's Health Victoria, Australian Council for Educational Research (ACER) and Storybox Library.

#### **STUDY REQUIREMENT**

4 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Explore new and emerging core teaching practices to facilitate effective learning in a classroom setting
- Evaluate different teaching practices as solutions to learning needs
- Apply core teaching practices and create a teaching artefact (e.g. lesson plan)
- Understand the edutech ecosystem of Victoria and each provider's role in the learner journey

#### **SYLLABUS**

- Gender Equity in Teaching Practice from Women's Health Victoria
- Play through Reading from Australian Catholic University
- Collaboration Skills in the Classroom from ACER (Australian Council for Educational Research)
- Supporting Students with Additional Needs from Deakin University
- English Speaking Skills from Deakin University English Language Institute
- Teaching Online from FutureLearn
- Teaching in Nature from Federation University

- Understanding the Zone of Proximal Development from Holmesglen Institute
- Flipped Learning from Melbourne Polytechnic
- Engaging Young Readers from Storybox Library



## Certificate of Achievement

# Aasha B

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# ABITHA SREE R

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# ARUL JERLIN A

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE**  
STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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Certificate of Achievement

**DEEPASUJA J UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit [futurelearn.com/proof-of-learning/certificate-of-achievement](https://futurelearn.com/proof-of-learning/certificate-of-achievement).

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## Certificate of Achievement

# Deepika A

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# DHANALAKSHMI P UG

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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**Certificate of Achievement**

# Dhaswathi M

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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### Certificate of Achievement

# Gayathri S

has completed the following course:

#### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



The person named on this certificate has completed the activities in the attached transcript. For more information about degree, eligible, visit achievement.

This certificate represents proof of learning. It is not a formal qualification, degree, or part of a Certificate of Achievement and the effort required to become eligible, visit achievement.



## Certificate of Achievement

# GNANASHRI G UG

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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### Certificate of Achievement

# Gomathi S

has completed the following course:

#### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE** STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victoria Government, Australia



The person named on this certificate has completed the activities in the attached portfolio. For more information about Certificates of Achievement and the effort required to become eligible, visit <https://www.futurelearn.com/achievements>.

This certificate represents proof of learning. It is not a formal qualification, degree, or part of a degree.



## Certificate of Achievement

# Gunapriya S

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# Hema Karunanithi

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# Hema Malini

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# Hepsibha Sharon S

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# Hina Begum S

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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Certificate of Achievement

**JANANI V UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# JENIFER J UG

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE**  
STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# JOTHI V UG

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# Jyothika M

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in uniquely varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**

Commissioner for Victoria, South East Asia  
Victorian Government, Australia





## Certificate of Achievement

# Kani mozhi D

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

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4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# Lakshmi. B

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# LAVANYA J UG

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# LAVANYA K UG

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# MADHUMITHA R UG

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# MOHANA LAKSHMI V UG

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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Certificate of Achievement

**MONISHA V UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# MUMTAJ BEGUM R UG

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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Certificate of Achievement

# Nandhini K

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE**  
STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia.



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**Certificate of Achievement**

# NIRMALA JOYS R UG

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# Nikhath Fathima

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# PARKAVI.K

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

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4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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Certificate of Achievement

**Poongkodi P**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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**Certificate of Achievement**

**PRITHIKA R UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# PRIYADHARSHINI M UG

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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Issued 21st March 2023 [futurelearn.com/certificates/58108](https://futurelearn.com/certificates/58108)

### Certificate of Achievement

# PRIYADHARSNINI R

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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Certificate of Achievement

**F. RACHELI JAYA KUMARI**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



Melbourne Polytechnic, FutureLearn,  
Women's Health Victoria, Australian  
Council for Educational Research (ACER)  
and Storybox Library.

4 weeks, 3 hours per week

**Rebecca Hall**

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



**STUDY MELBOURNE**





Certificate of Achievement

**RAGAVI P UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit [futurelearn.com/proof-of-learning/certificate-of-achievement](https://futurelearn.com/proof-of-learning/certificate-of-achievement).

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Issued 22nd March 2023. futurelearn.com/certificates/33cbf56



## Certificate of Achievement

# RAMYA G UG

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit [futurelearn.com/proof-of-learning/certificate-of-achievement](https://futurelearn.com/proof-of-learning/certificate-of-achievement).

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Issue Date: 15 March 2023 futurelearn.com/certificates/foacsrhp

## Certificate of Achievement

# RESHMA M UG

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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Certificate of Achievement

# SARASWATHI S UG

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# sarisha h

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE** STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia:

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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Certificate of Achievement

**B.sasikala B**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# Sathana M

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# SHILPAA R

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**

Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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Certificate of Achievement

**SNEGA S UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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Certificate of Achievement

**SUGANTHI R UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE  
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# Vinitha P

has completed the following course:

### **BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# YUKESWARI D UG

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

Rebecca Hall  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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## Certificate of Achievement

# YAMUNA SRI S UG

has completed the following course:

### BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall*

**Rebecca Hall**  
Commissioner for Victoria, South East Asia  
Victorian Government, Australia



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For successfully completing a free online course  
Time Series in Manufacturing Industry

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**Great Learning Academy**

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# PROFESSIONAL — CERTIFICATE —

awarded to

***Anandhi.K***

has successfully completed course in

**Digital Marketing Strategies**

offered by Amity Future Academy

Feb 06, 2023

DIRECTOR  
AMITY FUTURE ACADEMY

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Smart English Basics for Professionals

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Basics of Exploratory Data Analysis

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Introduction to Ethical Hacking

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COVID-19 Outbreak Prediction

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Smart English Basics for Professionals

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Forecasting Hospital Blood Requirements Part 1

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**Introduction to Ethical Hacking in Hindi**

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**HARTHI M**

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**AI in Healthcare**

Provided by  
**Great Learning Academy**

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# PROFESSIONAL — CERTIFICATE —

awarded to

**Hephzibha Joicey.JP**

has successfully completed course in

**Digital Marketing Strategies**

offered by Amity Future Academy

Feb 06, 2023

DIRECTOR  
AMITY FUTURE ACADEMY

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**V.Infanta Jasmine**

has successfully completed course in

**Digital Marketing Strategies**

offered by Amity Future Academy

Feb 06, 2023

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**JANANI M. Manickavasagam P**

For successfully completing a free online course  
Introduction to Ethical Hacking in Hindi

Provided by

**Great Learning Academy**

(On February 2023)



# CERTIFICATE OF COMPLETION

Presented to

**JAYA JAYASHIKA B**

For successfully completing a free online course  
Excel for Beginners

Provided by

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# CERTIFICATE OF COMPLETION

Presented to

**JAYASUDHA.A**

For successfully completing a free online course  
Introduction to Ethical Hacking

Provided by

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**Kalaivani Sekar**

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**Excel for Beginners**

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# CERTIFICATE OF COMPLETION

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Introduction to Ethical Hacking

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(Oct-February, 2023)

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# CERTIFICATE OF COMPLETION

Presented to

**Maheshwari M**

For successfully completing a free online course  
Introduction to Ethical Hacking

Provided by

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# CERTIFICATE OF COMPLETION

Presented to

**Mythili.C**

For successfully completing a free online course  
**Smart English Basics for Professionals**

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# CERTIFICATE OF COMPLETION

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Oviya.S

For successfully completing a free online course  
COVID-19 Outbreak Prediction

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(On February 2023)

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# CERTIFICATE OF COMPLETION

Presented to

Pooja.k

For successfully completing a free online course  
Front End Development - HTML

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Introduction to Ethical Hacking

Provided by

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(On February 2023)



# CERTIFICATE OF COMPLETION

Presented to

Priya.M

For successfully completing a free online course  
Introduction to Ethical Hacking

Provided by

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Building Games using JavaScript

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**Saranaya Kamaraj**

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**Artificial Intelligence Projects**

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**Great Learning Academy**

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awarded to

**Shahina bee.A**

has successfully completed course in

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Feb 06, 2023

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**SHAKTHI. S Santhakumar G**

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Introduction to Fourier Series

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**SWATHI. V**

For successfully completing a free online course  
Introduction to Ethical Hacking

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**Swetha.G**

For successfully completing a free online course  
**Laplace Transformation**

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# CERTIFICATE OF COMPLETION

Presented to

**SWETHA G Guna Sekaran P**

For successfully completing a free online course  
Smart English Basics for Professionals

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# CERTIFICATE OF COMPLETION

Presented to

Vandana.K

For successfully completing a free online course  
Introduction to Ethical Hacking

Provided by

Great Learning Academy

(On February 2020)



# CERTIFICATE OF COMPLETION

Presented to

**Vedha Akshaya. M**

For successfully completing a free online course  
Front End Development - CSS

Provided by

**Great Learning Academy**

(On February 2023)

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# CERTIFICATE OF COMPLETION

Presented to

**Vijayalakshmi S**

For successfully completing a free online course  
Introduction to Ethical Hacking

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# CERTIFICATE OF COMPLETION

Presented to

**A. Yuvarani**

For successfully completing a free online course  
Introduction to Information Security

Provided by

**Great Learning Academy**

(On February 2021)





Elite

# NPTEL Online Certification

(Funded by the MoE, Govt. of India)



This certificate is awarded to

**PRIYA P**

for successfully completing the course



## Introduction to Abstract and Linear Algebra

with a consolidated score of **84** %

Online Assignments	22.92/25	Proctored Exam	61.5/75
--------------------	----------	----------------	---------

Total number of candidates certified in this course: **804**

Jul-Sep 2022

(8 week course)

**Prof. Debjani Chakraborty**  
Coordinator, NPTEL  
IIT Kharagpur



Indian Institute of Technology Kharagpur



Roll No: NPTEL22MA78S13180010

To validate the certificate



No. of credits recommended: 2 or 3



# NPTEL Online Certification

(Funded by the MoE, Govt. of India)



This certificate is awarded to  
**G ARUNA**  
for successfully completing the course

## Approximate Reasoning using Fuzzy Set Theory

with a consolidated score of **43** %

Online Assignments	11.91/25	Proctored Exam	30.84/75
--------------------	----------	----------------	----------

Total number of candidates certified in this course: **7**

**Prof. B Umashankar**  
Chairperson, Centre for Continued Education (CCE)  
IIT Hyderabad

**Jul-Oct 2022**  
**(12 week course)**

**Prof. Andrew Thangaraj**  
NPTEL, Coordinator  
IIT Madras



Indian Institute of Technology Hyderabad



Roll No: NPTEL22MA71S64600945

To validate the certificate



No. of credits recommended: 3 or 4



Elite

# NPTEL Online Certification

(Funded by the MoE, Govt. of India)



This certificate is awarded to  
**DIVYA V**  
for successfully completing the course



## Fuzzy Sets, Logic and Systems & Applications

with a consolidated score of **92** %

Online Assignments	25/25	Proctored Exam	66.75/75
--------------------	-------	----------------	----------

Total number of candidates certified in this course: **1270**

**Prof. B. V. Ratish Kumar**  
Chairman, Centre for Continuing Education  
IIT Kanpur

Jan-Apr 2023

(12 week course)

**Prof. Satyaki Roy**  
NPTEL Coordinator  
IIT Kanpur



Indian Institute of Technology Kanpur



Roll No: NPTEL23EE21S44900132

To validate the certificate



No. of credits recommended: 3 or 4



# NPTEL Online Certification

(Funded by the MoE, Govt. of India)



This certificate is awarded to  
**POOJA C**  
for successfully completing the course

## Mathematical Methods in Physics 1

with a consolidated score of **49** %

Online Assignments	11.42/25	Proctored Exam	37.5/75
--------------------	----------	----------------	---------

Total number of candidates certified in this course: **20**

**Prof. Snigdha Thakur**  
Dean, Academic Affairs  
IISER Bhopal

**Prof. Aasheesh Srivastava**  
NPTEL Coordinator  
IISER Bhopal

**Prof. Andrew Thangaraj**  
NPTEL, Coordinator  
IIT Madras



IISER - Indian Institute of Science  
Education and Research Bhopal

Feb-Apr 2023  
(8 week course)

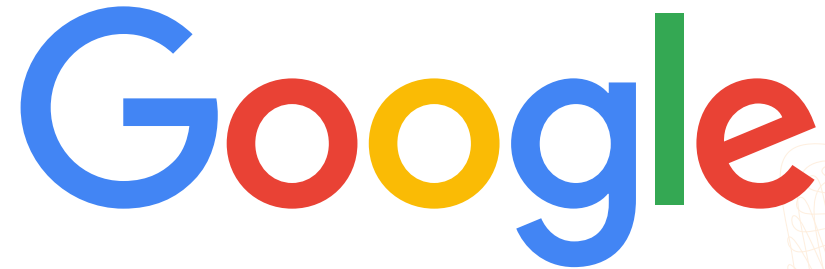


Roll No: NPTEL23PH01S34900684

To validate the certificate



No. of credits recommended: 2 or 3



Dec 25, 2022

Arularasi S

has successfully completed

Foundations: Data, Data, Everywhere

an online non-credit course authorized by Google and offered through Coursera

A handwritten signature in black ink, reading "Amanda Brophy", is positioned above a dotted line.

Amanda Brophy  
Global Director of Google Career Certificates

COURSE  
CERTIFICATE



Verify at:  
<https://coursera.org/verify/SGNKFGLRRMCY>

Coursera has confirmed the identity of this individual and their participation in the course.



## Certificate of Achievement

# Deeksha A

has completed the following course:

### PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



**Audrey Bollier**  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**Hani Mansourian**

Alliance for Child Protection in Humanitarian Action  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**THE ALLIANCE**  
FOR CHILD PROTECTION  
IN HUMANITARIAN ACTION

The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit [futurelearn.com/proof-of-learning/certificate-of-achievement](https://futurelearn.com/proof-of-learning/certificate-of-achievement).

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## Deeksha A

has completed the following course:

### **PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

---

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

#### **STUDY REQUIREMENT**

6 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
- Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards

#### **SYLLABUS**

By the end of the course, you will be able to...

- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
- Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
- Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks



## Certificate of Achievement

# Gajalakshmi B

has completed the following course:

### PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



**Audrey Bollier**  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**Hani Mansourian**  
Coordinator

Alliance for Child Protection in Humanitarian Action  
The Alliance for Child Protection in Humanitarian Action



**THE ALLIANCE**  
FOR CHILD PROTECTION  
IN HUMANITARIAN ACTION



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## Gajalakshmi B

has completed the following course:

### PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

#### STUDY REQUIREMENT

6 weeks, 3 hours per week

#### LEARNING OUTCOMES

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
- Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards

#### SYLLABUS

By the end of the course, you will be able to...

- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
- Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
- Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks



## Certificate of Achievement

# Hemalatha .T

has completed the following course:

**COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY**  
**THE LEGO FOUNDATION**


This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd  
Head of Evidence,  
The LEGO Foundation

## The LEGO Foundation



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## Hemalatha .T

has completed the following course:

### **COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION**

---

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support. The course covered topics such as - Learning through Play - Holistic skill development - Adversity/resilience - Social Support - Identification of distress - Predictability and Child Development - Perspective-taking - Adults wellbeing

#### **STUDY REQUIREMENT**

9 weeks, 2 hours per week

#### **LEARNING OUTCOMES**

- Apply social emotional learning through Play in practise
- Identify how we learn through play
- Demonstrate strategies to support a child's learning through play in relation to social-emotional learning
- Explain Mental Health Psychosocial Support and Social Emotional Learning
- Demonstrate mitigation strategies
- Identify the challenges children may face in transitions back and forth from remote learning/ homes to in-person/schools during crisis
- Develop routines to create a sense of normalcy through rapid transitions and changes
- Apply strategies to collaborate with other adults to create consistency across a child's social-ecological system
- Explain why adult wellbeing is important for children
- Demonstrate stress management strategies, including mindfulness, individual and social strategies

- Explore the different phases of brain development and the potential effects of crisis on their social, emotional, and cognitive development
- Apply psychosocial support for children in early childhood
- Design their own age-sensitive activities to support children in crisis

#### **SYLLABUS**

- Foundations of Learning through Play
- Importance of MHPSS / SEL in Crisis
- Adult Wellbeing
- Age sensitive SEL knowledge and activities
- Coping with Changes and Transitions



## Certificate of Achievement

# Indu p

has completed the following course:

### PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



**Audrey Bollier**  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**Hani Mansourian**

Alliance for Child Protection in Humanitarian Action  
Coordinator  
The Alliance for Child Protection in Humanitarian Action



**THE ALLIANCE**  
FOR CHILD PROTECTION  
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## Indu p

has completed the following course:

### **PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

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The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

#### **STUDY REQUIREMENT**

6 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
  - Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
  - Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation
  - Describe how to jointly implement with other sectors to protect children
  - Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
  - Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
  - Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
  - Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
  - Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
  - Describe how to jointly implement with other sectors to protect children
  - Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks

#### **SYLLABUS**

By the end of the course, you will be able to...



## Certificate of Achievement

# Jaya pradha K

has completed the following course:

### PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



**Audrey Bollier**  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**Hani Mansourian**

Alliance for Child Protection in Humanitarian Action  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**THE ALLIANCE**  
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## Jaya pradha K

has completed the following course:

### **PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

---

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

#### **STUDY REQUIREMENT**

6 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
  - Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
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  - Describe how to jointly implement with other sectors to protect children
  - Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
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  - Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
  - Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
  - Describe how to jointly implement with other sectors to protect children
  - Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks

#### **SYLLABUS**

By the end of the course, you will be able to...



## Certificate of Achievement

# Monisha Sankar

has completed the following course:

### PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



**Audrey Bollier**  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**Hani Mansourian**

Alliance for Child Protection in Humanitarian Action  
Coordinator  
The Alliance for Child Protection in Humanitarian Action



**THE ALLIANCE**  
FOR CHILD PROTECTION  
IN HUMANITARIAN ACTION

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## Monisha Sankar

has completed the following course:

### **PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

#### **STUDY REQUIREMENT**

6 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
- Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
- Describe the main *child* protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
- Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks

#### **SYLLABUS**

By the end of the course, you will be able to...



## Certificate of Achievement

# Nivetha B

has completed the following course:

**BUSHFIRES: RESPONSE, RELIEF, AND RESILIENCE**  
THE UNIVERSITY OF NEWCASTLE AUSTRALIA, UNITAR AND CIFAL NEWCASTLE

The increasing impacts of climate change are exacerbating the risk factors associated with disasters such as bushfires. This course teaches individuals to respond to emergencies, survive and recover from humanitarian crises such as bushfires.

3 weeks, 2 hours per week

*R. Sanson-Fisher*

**Laureate Professor Robert Sanson-Fisher AO**  
Executive Director  
CIFAL Newcastle



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## Nivetha B

has completed the following course:

### **BUSHFIRES: RESPONSE, RELIEF, AND RESILIENCE** **THE UNIVERSITY OF NEWCASTLE AUSTRALIA, UNITAR AND CIFAL NEWCASTLE**

---

The increasing impacts of climate change are exacerbating the risk factors associated with disasters such as bushfires. This course teaches individuals to respond to emergencies, survive and recover from humanitarian crises such as bushfires.

#### **STUDY REQUIREMENT**

3 weeks, 2 hours per week

#### **SYLLABUS**

- Identify drivers of bushfire risks
- Assess the various mechanisms through which bushfires attack
- Explore the impact of bushfires from multiple perspectives
- Explore essentials for bushfire resilience and benefits of community-led bushfire recovery
- Identify coping strategies for affected people and effective coping strategies



# CERTIFICATE OF COMPLETION

Presented to

**Pavithra Lingamoorthy**

For successfully completing a free online course  
**Learn Business English**

Provided by

**Great Learning Academy**

(On November 2022)



## Certificate of Achievement

# Preena P

has completed the following course:

### PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



**Audrey Bollier**  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**Hani Mansourian**

Alliance for Child Protection in Humanitarian Action  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**THE ALLIANCE**  
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## Preena P

has completed the following course:

### **PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS** **THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

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The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

#### **STUDY REQUIREMENT**

6 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
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- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards

#### **SYLLABUS**

By the end of the course, you will be able to...

- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
- Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
- Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks



## Certificate of Achievement

# PRIYANKA.V v

has completed the following course:

**COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY**  
THE LEGO FOUNDATION

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd  
Head of Evidence,  
The LEGO Foundation

## The LEGO Foundation



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# The LEGO Foundation

## PRIYANKA.V v

has completed the following course:

### COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION

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This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support. The course covered topics such as - Learning through Play - Holistic skill development - Adversity/resilience - Social Support - Identification of distress - Predictability and Child Development - Perspective-taking - Adults wellbeing

#### STUDY REQUIREMENT

9 weeks, 2 hours per week

#### LEARNING OUTCOMES

- Apply social emotional learning through Play in practise
- Identify how we learn through play
- Demonstrate strategies to support a child's learning through play in relation to social-emotional learning
- Explain Mental Health Psychosocial Support and Social Emotional Learning
- Demonstrate mitigation strategies
- Identify the challenges children may face in transitions back and forth from remote learning/ homes to in-person/schools during crisis
- Develop routines to create a sense of normalcy through rapid transitions and changes
- Apply strategies to collaborate with other adults to create consistency across a child's social-ecological system
- Explain why adult wellbeing is important for children
- Demonstrate stress management strategies, including mindfulness, individual and social strategies

- Explore the different phases of brain development and the potential effects of crisis on their social, emotional, and cognitive development
- Apply psychosocial support for children in early childhood
- Design their own age-sensitive activities to support children in crisis

#### SYLLABUS

- Foundations of Learning through Play
- Importance of MHPSS / SEL in Crisis
- Adult Wellbeing
- Age sensitive SEL knowledge and activities
- Coping with Changes and Transitions





## Certificate of Achievement

# Sandhiya S

has completed the following course:

### PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



**Audrey Bollier**  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**Hani Mansourian**

Alliance for Child Protection in Humanitarian Action  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**THE ALLIANCE**  
FOR CHILD PROTECTION  
IN HUMANITARIAN ACTION

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## Sandhiya S

has completed the following course:

### **PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS** **THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

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The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

#### **STUDY REQUIREMENT**

6 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
  - Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
  - Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation
  - Describe how to jointly implement with other sectors to protect children
  - Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
  - Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
  - Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
  - Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
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  - Describe how to jointly implement with other sectors to protect children
  - Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks

#### **SYLLABUS**

By the end of the course, you will be able to...



## Certificate of Achievement

# Shalini M

has completed the following course:

### PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



**Audrey Bollier**  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**Hani Mansourian**

Alliance for Child Protection in Humanitarian Action  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**THE ALLIANCE**  
FOR CHILD PROTECTION  
IN HUMANITARIAN ACTION



The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit [futurelearn.com/proof-of-learning/certificate-of-achievement](https://futurelearn.com/proof-of-learning/certificate-of-achievement).

This certificate represents proof of learning. It is not a formal qualification, degree, or part of a degree.



## Shalini M

has completed the following course:

### **PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS** **THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

---

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

#### **STUDY REQUIREMENT**

6 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
- Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards

#### **SYLLABUS**

By the end of the course, you will be able to...

- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
- Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
- Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks



## Certificate of Achievement

# Spenola merlin. J Merlin

has completed the following course:

### COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd  
Head of Evidence,  
The LEGO Foundation

## The LEGO Foundation

The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit [futurelearn.com/proof-of-learning/certificate-of-achievement](https://futurelearn.com/proof-of-learning/certificate-of-achievement).

This certificate represents proof of learning. It is not a formal qualification, degree, or part of a degree.

# The LEGO Foundation

## Spenola merlin. J Merlin

has completed the following course:

### **COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION**

---

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support. The course covered topics such as - Learning through Play - Holistic skill development - Adversity/resilience - Social Support - Identification of distress - Predictability and Child Development - Perspective-taking - Adults wellbeing

#### **STUDY REQUIREMENT**

9 weeks, 2 hours per week

#### **LEARNING OUTCOMES**

- Apply social emotional learning through Play in practise
- Identify how we learn through play
- Demonstrate strategies to support a child's learning through play in relation to social-emotional learning
- Explain Mental Health Psychosocial Support and Social Emotional Learning
- Demonstrate mitigation strategies
- Identify the challenges children may face in transitions back and forth from remote learning/ homes to in-person/schools during crisis
- Develop routines to create a sense of normalcy through rapid transitions and changes
- Apply strategies to collaborate with other adults to create consistency across a child's social-ecological system
- Explain why adult wellbeing is important for children
- Demonstrate stress management strategies, including mindfulness, individual and social strategies

- Explore the different phases of brain development and the potential effects of crisis on their social, emotional, and cognitive development
- Apply psychosocial support for children in early childhood
- Design their own age-sensitive activities to support children in crisis

#### **SYLLABUS**

- Foundations of Learning through Play
- Importance of MHPSS / SEL in Crisis
- Adult Wellbeing
- Age sensitive SEL knowledge and activities
- Coping with Changes and Transitions



## Certificate of Achievement

# Swetha P

has completed the following course:

### PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



**Audrey Bollier**  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**Hani Mansourian**

Alliance for Child Protection in Humanitarian Action  
Coordinator

The Alliance for Child Protection in Humanitarian Action



**THE ALLIANCE**  
FOR CHILD PROTECTION  
IN HUMANITARIAN ACTION



The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit [futurelearn.com/proof-of-learning/certificate-of-achievement](https://futurelearn.com/proof-of-learning/certificate-of-achievement).

This certificate represents proof of learning. It is not a formal qualification, degree, or part of a degree.



## Swetha P

has completed the following course:

### **PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS** **THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

---

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

#### **STUDY REQUIREMENT**

6 weeks, 3 hours per week

#### **LEARNING OUTCOMES**

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
- Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
- Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
- Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks

#### **SYLLABUS**

By the end of the course, you will be able to...



# Certificate

of hours of learning

Anandhi.k

Biology by Yale Courses  
07 hours 41 minutes

Prealgebra by Leonard  
34 hours 41 minutes - From: 10/08/2022 to 11/08/2022

Student signature:  
Anandhi.k

  
Adrian Medeiros Dantas  
CEO / Director - Cursa

This certificate proves that the student has attended the following courses in the Cursa application, which is available in the Google application store (Google Play), proving the authenticity of the respective viewing time of video lessons that are made available by third parties through the platform of Youtube. To account for the time in the course, the student must watch the videos until the end. If you have received this certificate from someone else and want to verify that it is authentic, go to [cursa.app/en/verify](https://cursa.app/en/verify) and consult by email: [kavyad11.06@gmail.com](mailto:kavyad11.06@gmail.com)  
Application manager: Medeiros Tecnologia LTDA - Brazilian company  
E-mail: [contato@cursa.app](mailto:contato@cursa.app)





JOHNS HOPKINS  
UNIVERSITY

Oct 5, 2022

**Bakya lakshmi P**

has successfully completed

**COVID-19 Contact Tracing**

an online non-credit course authorized by Johns Hopkins University and offered through  
Coursera

Dr. Emily S. Gurley  
Associate Scientist  
Department of Epidemiology  
Johns Hopkins Bloomberg School of Public Health

**COURSE  
CERTIFICATE**



Verify at:

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Coursera has verified the identity of this individual and their participation in the course.

This certificate does not affirm that this teacher was employed as a teacher at Johns Hopkins University. It does not provide a PhD grade, course credit or degree, establish a relationship between this teacher and JHU, or allow registration for this teacher at JHU or any other course offered by JHU or enable this learner to access or use resources beyond the online course provided by Coursera.



# Certificate



This is to certify that

**Barkavi Paramanandam**

**SAMPLE**

Successfully obtained certificate in

**Food Safety Training - Safe Practices and Procedures**

1775-26192091

*Maevé Richardson*

Director of Certification



Date of Award



Sep 27, 2022

**Bhuvaneshwari J**

has successfully completed

**COVID-19 Contact Tracing**

an online two-credit course authorized by Johns Hopkins University and offered through Coursera

Dr. Emily S. Hensley  
Associate Scientist  
Department of Epidemiology  
Johns Hopkins University School of Public Health

**COURSE  
CERTIFICATE**



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Coursera has confirmed the identity of the instructor and their  
affiliation with the course.

This certificate does not affirm that the learner represented as a student at Johns Hopkins University is a student under a PhD grade, master's or degree-related relationship. However, this learner may still be registered for courses at JHU or an institution offered by JHU or verify this learner's transcripts and transcripts beyond the online courses provided by Coursera.



# Certificate



This is to certify that

Churchil sherin .R

Successfully obtained certificate in

Mental Health Studies - Understanding Behaviour, Burnout  
and Depression

1300-25746974

*Maere Richardson*

Director of Certification



Date of Award



# Certificate



This is to certify that

**Deepa Pandurangan**

Successfully obtained certificate in

**Food Safety Training - Safe Practices and Procedures**

17912641104

*Maar Richardson*

Director of Certification



Date of Award

# Stanford | ONLINE

Sep 26, 2022

Deepika.S

has successfully completed

Stanford Introduction to Food and Health

an online non-credit course authorized by Stanford University and offered through  
Coursera



Maysa Adam, MD  
Clinical Assistant Professor  
Dept. of Pediatrics  
Stanford University School of Medicine

COURSE  
CERTIFICATE



Verify at:

[coursera.org/verify/W59GBQYNT4D3](https://coursera.org/verify/W59GBQYNT4D3)

Coursera has confirmed the identity of this individual and their participation in the course.

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# CERTIFICATE OF COMPLETION

Presented to

**DHANASREE C Chinnaiyan**

For successfully completing a free online course  
**Data Science Foundations**

Provided by

**Great Learning Academy**

(On September 2022)



# Stanford | ONLINE

Sep 4, 2022

**DHIVYA.S SAKTHIVEL**

has successfully completed

**COVID-19 Training for Healthcare Workers**

an online non-credit course authorized by Stanford University and offered through Coursera

COURSE  
CERTIFICATE



SV Mahadevan  
Professor  
Emergency Medicine

Matthew Strahow  
Associate Professor  
School of Medicine

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Coursera has confirmed the identity of this individual and their participation in the course.

SOME ONLINE COURSES MAY DRAW ON MATERIAL FROM COURSES TAUGHT ON-CAMPUS BUT THEY ARE NOT EQUIVALENT TO ON-CAMPUS COURSES. THIS STATEMENT DOES NOT AFFIRM THAT THIS PARTICIPANT WAS ENROLLED AS A STUDENT AT STANFORD UNIVERSITY IN ANY WAY IT DOES NOT CONFERR A STANFORD UNIVERSITY GRADE, COURSE CREDIT OR DEGREE, AND IT DOES NOT VERIFY THE IDENTITY OF THE PARTICIPANT.



Sep 25, 2022

**Divya S**

has successfully completed

**COVID-19 Contact Tracing**

an online non-credit course authorized by Johns Hopkins University and offered through Coursera

A handwritten signature in black ink, appearing to read "Emily S. Gouley".

Dr. Emily S. Gouley  
Associate Scientist  
Department of Epidemiology  
Johns Hopkins Bloomberg School of Public Health

**COURSE  
CERTIFICATE**



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This certificate does not affirm that this learner was enrolled as a student at Johns Hopkins University. It does not confer a PhD grade, course credit or degree, establish a relationship between this learner and JHU, enroll or register this learner at JHU or in any course offered by JHU, or entitle this learner to access to our resources beyond the online courses provided by Coursera.

# Stanford | ONLINE

Sep 25, 2022

Fahima parveen.T

has successfully completed

Stanford Introduction to Food and Health

an online non-credit course authorized by Stanford University and offered through Coursera



Maya Adare, MD  
Clinical Assistant Professor  
Dept. of Pediatrics  
Stanford University School of Medicine

COURSE  
CERTIFICATE



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Coursera has confirmed the identity of this individual and their participation in the course.

SOME ONLINE COURSES MAY DRAW ON MATERIAL FROM COURSES TAUGHT ON-CAMPUS BUT THEY ARE NOT EQUIVALENT TO ON-CAMPUS COURSES. THIS STATEMENT DOES NOT AFFIRM THAT THIS PARTICIPANT WAS ENROLLED AS A STUDENT AT STANFORD UNIVERSITY IN ANY WAY. IT DOES NOT CONFER A STANFORD UNIVERSITY GRADE, COURSE CREDIT OR DEGREE, AND IT DOES NOT VERIFY THE IDENTITY OF THE PARTICIPANT.

# Stanford | ONLINE

Sep 4, 2022

Gayathri Kumar

has successfully completed

Stanford Introduction to Food and Health

an online non-credit course authorized by Stanford University and offered through Coursera



Maya Adam, MD  
Clinical Assistant Professor  
Dept. of Pediatrics  
Stanford University School of Medicine

COURSE  
CERTIFICATE



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[coursera.org/verify/ABFK43TEJADC](https://coursera.org/verify/ABFK43TEJADC)

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Sep 13, 2022

**Harini. S**

has successfully completed

**COVID-19 Contact Tracing**

an online non-credit course authorized by Johns Hopkins University and offered through Coursera

Dr. Emily S. Gurley  
Associate Scientist  
Department of Epidemiology  
Johns Hopkins University School of Public Health

**COURSE  
CERTIFICATE**



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Coursera has confirmed the identity of this individual and their participation in the course.

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JOHNS HOPKINS  
UNIVERSITY

Sep 1, 2022

**Harthi. M**

has successfully completed

**COVID-19 Contact Tracing**

an online non-credit course authorized by Johns Hopkins University and offered through Coursera

Dr. Emily S. Gurley  
Associate Scientist  
Department of Epidemiology  
Johns Hopkins Bloomberg School of Public Health

COURSE  
CERTIFICATE



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Sep 16, 2022

**Hephzibha J P**

has successfully completed

**COVID-19 Contact Tracing**

an online, non-credit course authorized by Johns Hopkins University and offered through Coursera

Dr. Emily S. Quilty  
Associate Professor  
Department of Epidemiology  
Johns Hopkins Bloomberg School of Public Health

**COURSE  
CERTIFICATE**



Verify at:  
[coursera.org/verify/42TDZWHZWDAX](https://coursera.org/verify/42TDZWHZWDAX)

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This certificate does not affirm that this learner was enrolled as a student at Johns Hopkins University. It does not confer a PhD grade, course credit, or degree, establish a relationship between this instructor and PH|world, or register this learner at EBI in its any course offered by PH|world. It is for informational purposes only and does not constitute an endorsement beyond the online courses provided by Coursera.



# Certificate



This is to certify that

**INFANTA JASMINE .V**

**SAMPLE**

Successfully obtained certificate in

**Methodologies of Child Psychology**

4179-25749978

*Maese Rickardson*

Director of Certification



Date of Award





**JOHNS HOPKINS**  
UNIVERSITY

Sep 16, 2022

**Janani M**

has successfully completed

**COVID-19 Contact Tracing**

an online non-credit course authorized by Johns Hopkins University and offered through Coursera

Dr. Emily S. Gueley  
Associate Professor  
Department of Epidemiology  
Johns Hopkins Bloomberg School of Public Health

**COURSE  
CERTIFICATE**



Verify at:  
[coursera.org/verify/92TDZWH2WUAX](https://coursera.org/verify/92TDZWH2WUAX)

Coursera has confirmed the identity of this instructor and their

PARTICIPATION in the course.

This certificate does not affirm that this learner was enrolled as a student at Johns Hopkins University. It does not confer a JHU grade, course credit, or degree, establish a relationship between this learner and JHU, or will be registered this learner at ERI or its any course offered by JHU, or will be this learner's academic record maintained beyond the online courses provided by Coursera.



Sep 17, 2022

**Jaya Jayashika B**

has successfully completed

**COVID-19 Contact Tracing**

an online non-credit course authorized by Johns Hopkins University and offered through Coursera

A handwritten signature in black ink, appearing to read "Emily S. Gurley".

Dr. Emily S. Gurley  
Associate Scientist  
Department of Epidemiology  
Johns Hopkins Bloomberg School of Public Health

**COURSE  
CERTIFICATE**



Verify at:  
[coursera.org/verify/CWK8C2XAW8HA](https://coursera.org/verify/CWK8C2XAW8HA)

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JOHNS HOPKINS  
UNIVERSITY

Sep 12, 2022

**Kalaivani Sekar**

has successfully completed

**COVID-19 Contact Tracing**

an online non-credit course authorized by Johns Hopkins University and offered through  
Coursera

Dr. Emily S. Gurley  
Associate Scientist  
Department of Epidemiology  
Johns Hopkins Bloomberg School of Public Health

COURSE  
CERTIFICATE



Verify at:

[coursera.org/verify/97FCK2F9E7NU](https://coursera.org/verify/97FCK2F9E7NU)

Coursera has confirmed the identity of this individual and their participation in the course.

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Sep 24, 2022

**Lokeshwari E**

has successfully completed

**COVID-19 Contact Tracing**

an online non-credit course authorized by Johns Hopkins University and offered through Coursera

Dr. Emily S. Gurley  
Associate Scientist  
Department of Epidemiology  
Johns Hopkins Bloomberg School of Public Health

**COURSE  
CERTIFICATE**



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[coursera.org/verify/SV3BESCT6CNP](https://coursera.org/verify/SV3BESCT6CNP)

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# Certificate



This is to certify that

**Maheshwari .M**

Successfully obtained certificate in

**Mental Health Studies - Understanding Behaviour, Burnout  
and Depression**

*Maree Richardson*  
Director of Certification



Date of Award



JOHNS HOPKINS  
UNIVERSITY

Aug 30, 2022

Mythili.C

has successfully completed

COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through  
Coursera.

Dr. Emily S. Gustley  
Associate Scientist  
Department of Epidemiology  
Johns Hopkins Bloomberg School of Public Health

COURSE  
CERTIFICATE



Verify at:  
[coursera.org/verify/4jTV87ATV82I](https://coursera.org/verify/4jTV87ATV82I)

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This certificate does not affirm that this learner was enrolled as a student at Johns Hopkins University. It does not confer a PhD grade, course credit, or degree, establish a relationship between this learner and JHU, enroll or register this learner at JHU or in any course offered by JHU, or entitle this learner to access or use resources beyond the online courses provided by Coursera.



Sep 25, 2022

**Oviya I S**

has successfully completed

**Measuring and Maximizing Impact of COVID-19  
Contact Tracing**

an online non-credit course authorized by Johns Hopkins University and offered through  
Coursera

Emily S. Oarley, Justin Landon, Elizabeth C. Lee, Ryan H. Obama, Department of Epidemiology, Johns Hopkins Bloomberg  
School of Public Health  
Lily D'Agostino McGowan, Department of Mathematics and Statistics, Wake Forest University

**COURSE  
CERTIFICATE**



Verify at:  
[coursera.org/verify/4GZCV5FWUWAH](https://coursera.org/verify/4GZCV5FWUWAH)

This certificate does not affirm that this learner was enrolled as a student at Johns Hopkins University. It does not confer JHU grade, course credit or degree, establish a relationship between this learner and JHU, or allow to register this learner at JHU or in any course offered by JHU, or utilize this learner's account or work resources beyond the online courses provided by Coursera.





# CERTIFICATE OF COMPLETION

Presented to

Pooja.k

For successfully completing a free online course  
Data Science Foundations

Provided by

Great Learning Academy

(On September 2022)

To verify this certificate visit [verify.mygreatlearning.com/EEUEADUW](https://verify.mygreatlearning.com/EEUEADUW)



JOHNS HOPKINS  
UNIVERSITY

Sep 17, 2022

Preethi J

has successfully completed

COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through  
Coursera

Dr. Emily S. Gurley  
Associate Scientist  
Department of Epidemiology  
Johns Hopkins Bloomberg School of Public Health

COURSE  
CERTIFICATE



Verify at:  
[coursera.org/verify/SMYHZ59MKVGU](https://coursera.org/verify/SMYHZ59MKVGU)

Coursera has confirmed the identity of this individual and their participation in the course.

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# Certificate



This is to certify that

**PRIYA M.**

Successfully obtained certificate in

**Methodologies of Child Psychology**

SAMPLE

41 29 25740078

*Maree Richardson*

Director of Certification



Date of Award



Sep 23, 2022

**PRIYA V H**

has successfully completed

**COVID-19 Contact Tracing**

an online non-credit course authorized by Johns Hopkins University and offered through Coursera

A handwritten signature in black ink, appearing to read "Emily S. Gurley".

Dr. Emily S. Gurley  
Associate Scientist  
Department of Epidemiology  
Johns Hopkins Bloomberg School of Public Health

**COURSE  
CERTIFICATE**



Verify at:

[coursera.org/verify/77S39KLVZYB5](https://coursera.org/verify/77S39KLVZYB5)

This certificate does not affirm that this learner was enrolled as a student at Johns Hopkins University. It does not confer a JHU grade, course credit or degree; establish a relationship between this learner and JHU; enroll or register this learner at JHU or in any course offered by JHU; or entitle this learner to access or use resources beyond the online courses provided by Coursera.

# Stanford | ONLINE

Sep 2, 2022

Radhika M

has successfully completed

COVID-19 Training for Healthcare Workers

an online non-credit course authorized by Stanford University and offered through Coursera

COURSE  
CERTIFICATE



Handwritten signature of SV Mahadevan in black ink.

SV Mahadevan  
Professor  
Emergency Medicine

Handwritten signature of Matthew Strehlow in black ink.

Matthew Strehlow  
Associate Professor  
School of Medicine

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138625146974

*Maev Rickardson*

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Date of Award



JOHNS HOPKINS  
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Sep 16, 2024

**Shahina Bee A**

has successfully completed

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Dr. Emily S. Gueley  
Associate Professor  
Department of Epidemiology  
Johns Hopkins University School of Public Health

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Sep 26, 2022

Shakthi.S

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Maya Adam, MD  
Clinical Assistant Professor  
Dept. of Pediatrics  
Stanford University School of Medicine

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JOHNS HOPKINS  
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Sep 25, 2022

Swathi. V

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Dr. Emily S. Gurley  
Associate Scientist  
Department of Epidemiology  
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Sep 29, 2022

Swetha G

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Maya Adams, MD  
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Dept. of Pediatrics  
Stanford University School of Medicine

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30-Aug-2022

**Swetha G**

has successfully completed

**COVID-19 Contact Tracing**

an online non-credit course authorized by Johns Hopkins University and offered through  
Coursera

Dr. Emily S. Gindoff  
Associate Scientist  
Department of Epidemiology  
Johns Hopkins Bloomberg School of Public Health

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# Certificate



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1000-25740074

*Maere Richardson*

Director of Certification



Date of Award



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3 Sep, 2022

VIJAYALAKSHMI S

has successfully completed

COVID-19 Training for Healthcare Workers

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Handwritten signature of SV Mahadevan in black ink.

SV Mahadevan  
Professor  
Emergency Medicine

Handwritten signature of Matthew Strehlow in black ink.

Matthew Strehlow  
Associate Professor  
School of Medicine

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