

Australian College for Further Education (ACFE)

Student Handbook

2016

This Student Handbook
has been prepared for the clients of:

ACFE

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INTRODUCTION

Message from the CEO

As CEO of this organisation, I can assure students that I will fully support the implementation of all quality, management and operational functions articulated in this student handbook I welcome your input and will ensure myself and the ACFE team adhere to our underlying philosophy of continuous quality improvement in all aspects of ACFE's operations.

This student handbook provides the direction that informs and guides ACFE towards the provision of best practice in training development, management and service delivery. For ACFE, it will facilitate compliance with the standards regulated by the Australian Skills Quality Authority. For clients of ACFE, it will ensure that their investment in training provides the best possible training experience and outcomes.

Context

Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers according to the **Standards for Registered Training Organisations 2015 (SNRs)** to ensure nationally approved quality standards for training are met. The focus of these standards is the demonstration of preparedness of registered training organisations to deliver quality training and assessment services and focus on continuous improvement.

Services

All programs offered by ACFE are aligned to:

CPP07 Property Services

SIT12 Hospitality

BSB Business, and

AHC10 Agriculture, Horticulture and Conservation and Land Management,

Training packages for quality assurance and best practice.

Currently ACFE is able to offer students accredited training in the following:

Qualifications:

- CPP20212 Certificate II in Security Operations
- SIT20213 Certificate II in Hospitality
- SIT20316 Certificate II in Hospitality
- SIT30713 Certificate III in Hospitality
- SIT30616 Certificate III in Hospitality
- SIT40313 Certificate IV in Hospitality
- SIT40416 Certificate IV in Hospitality
- AHC31510 Certificate III in Indigenous Land Management
- AHC31516 Certificate III in Indigenous Land Management
- BSB41415 Certificate IV in Work, Health and Safety.

ACFE recognises the importance and benefits of combining industry experience with tertiary education when striving to deliver programs of highest quality and relevance to the client. All trainers and assessors employed or contracted by ACFE have demonstrated significant industry experience in addition to obtaining tertiary qualifications, allowing them to provide a professional, well rounded learning environment for participants. Staff are equipped with the skills to ensure their teaching methods are suitable for all participants, utilising simple language where appropriate to communicate information most effectively. ACFE strictly adheres to the SNR to continue delivering training services of the highest quality to their clients.

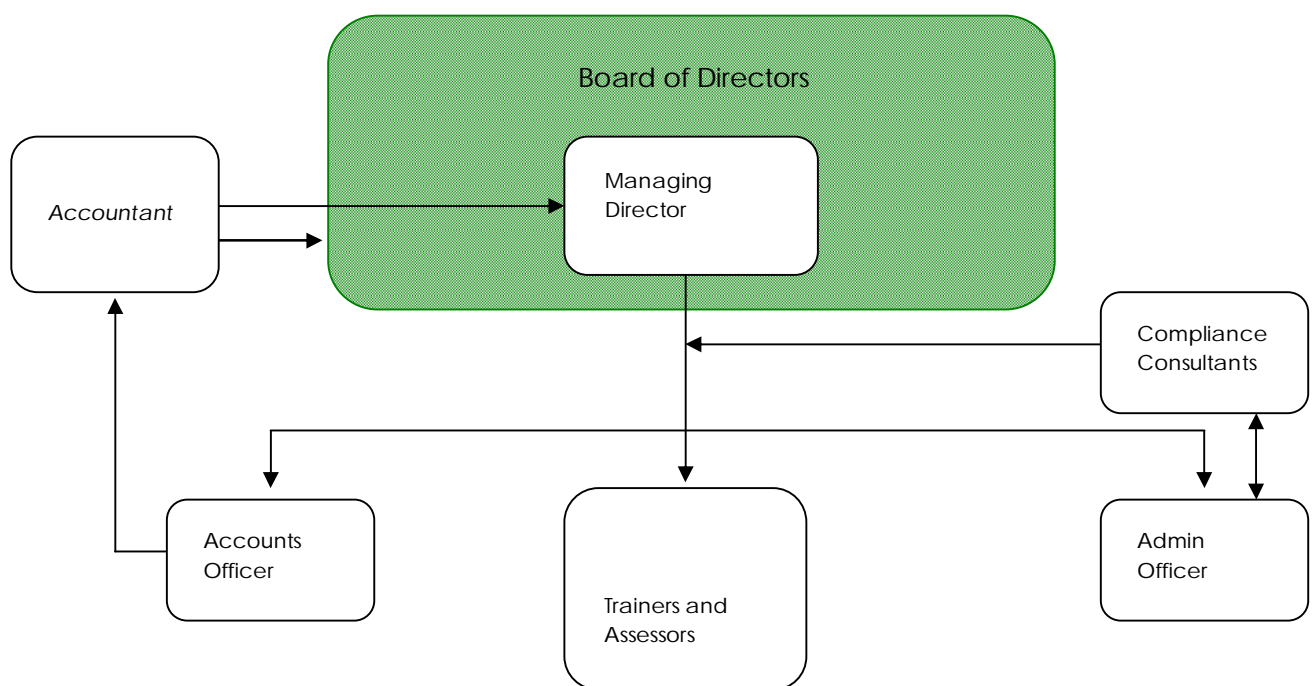
The CEO recognises that opportunities for improvement arise in every aspect of business and has developed an organisational culture within ACFE to capitalise on these opportunities for improved practice. ACFE supplies feedback forms to all students at the end of each program, as participant feedback has been identified as an important and valuable factor in monitoring and developing business practices and quality training, ensuring the ever-changing needs and expectations of clients are being met. The CEO also welcomes feedback from other improvement opportunities such as risk assessment, student suggestions, complaints and appeals, validation sessions and audit reports.

As a student with ACFE, your feedback is critical to our continuous improvement policy. Along with the formal feedback mentioned earlier, students are encouraged to give feedback throughout their enrolment.

In order to encourage and achieve continuous improvement based on the collection of the above mentioned data, ACFE has developed a best practice register which will include a written record of all improvement strategies.

Organisational Structure

ORGANISATION CHART



This organisational chart illustrates the two way lines of communication between the CEO, management and trainers which ensures the decision making of senior management is informed by the experiences of its trainers and assessors.

Legislative Requirements

Registered training organisations are subject to legislation pertaining to training and assessment, as well as business practice. ACFE will comply with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to its intended scope of registration.

ACFE will also inform all staff and clients of the legislative and regulatory requirements that affect their duties or participation in vocational education and training. ACFE recognises that compliance with legislative requirements underpins the effective implementation of its operations and ensures accountability and transparency of activities of both management and staff.

Complying with Legislation

Staff will be advised at induction and kept up-to-date with changes to legislation through monthly management meetings and written correspondence. Policies and procedures and associated tools and templates will be updated to reflect updates to legislation as soon practical following advice. Any training that is required will be organised in a professional and timely manner.

All staff are encouraged to view current legislation online at: <http://austlii.edu.au>

Examples of legislation relevant to the training business and its staff includes but is not limited to:

Commonwealth legislation:

- Copyright Act 1968
- Commonwealth Privacy Act 1988/Privacy Amendment Act 2012/Privacy Regulation 2013
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Age Discrimination Act 2004
- Commonwealth Disability Discrimination Act 1992
- National Vocational Education and Training Regulator Act 2011
 - Standards for VET Regulators 2015
 - Standards for Registered Training Organisations 2015

New South Wales legislation:

- Children and Young Persons (Care and Protection) Act 1998
- Disability Services Act 1993
- Fair Trading Act 1987
- Vocational Education and Training Act 2005
- Work Health and Safety Act 2011

Training authorities / regulators:

- National VET Regulator (NVR)
- Department of Education
- Department of Employment
- Australian Skills Quality Authority (ASQA)
- Council of Australian Governments Industry and Skills Council (COAGISC)

Work, Health and Safety Policy

The Work Health and Safety Act 2011 outlines the requirements of an RTO in establishing and maintaining workplace health and safety standards. The requirements of an RTO as specified in the above mentioned Act are to:

- Secure the health, safety and welfare of employees and other persons at work
- Eliminate, at the source, risks to health, safety or welfare of employees and other persons at work
- Ensure that the health and safety of members of the public is not placed at risk by the conduct of undertakings by employers and self employed persons
- Provide for the involvement of employees, employers, and organisations representing those persons, in the formulation and implementation of health, safety and welfare standards.

ACFE has initiated procedures, policies, guidelines and work instructions, practicing an ongoing commitment to workplace health and safety including each site used for training delivery.

The following presents a strategic overview of ACFE's safety system and provides guidance for meeting the requirements of Work Health and Safety Act on ACFE's premises thereby ensuring a high standard of workplace health and safety at all times.

It is obligation under legislation that all ACFE employees and management contribute to and assist in maintaining workplace health and safety and risk management operations as part of their role within the RTO. ACFE management is responsible for providing the following standards as part of its commitment to employees and clients:

- A safe workplace, with a safe system of work
- Adequate workplace health and safety professional development for ACFE students, employees, management and stakeholders
- Properly maintained facilities and equipment
- A clean, tidy, suitably designed workplace with the safe storage of goods.

The following procedures and standards are observed by ACFE to achieve a safe working and learning environment:

- Maintain a safe, clean and efficient working environment
- Evacuation plan (fire, bomb, major incident)
- Emergency control
- Accident / Incident reporting
- Rehabilitation
- Risk identification reporting
- PPE / chemicals (storage)
- Manual handling techniques and training
- Store and dispose of waste according to WHS regulations
- Equipment checks and maintenance
- Equipment safe storage
- Fire hazards identified and fire prevention
- Student safety
- Unsafe situations identified and reported
- First aid and safety procedures displayed, for all ACFE staff and student's to see

Harassment and Discrimination Policy

Under Australian law it is a requirement of every workplace to ensure it provides an environment free from all forms of harassment and discrimination, including victimisation and bullying. In doing so, all staff and students are treated fairly and have the opportunity to feel safe, valued and respected.

By definition, harassment includes any form of behaviour that is unwanted, unwelcome or unreciprocated by relevant persons. This may manifest as verbal or physical harassment, but includes any acts that may be perceived as humiliating, offensive, intimidating, threatening, discriminatory or otherwise contributing to an unpleasant workplace or experience for the persons.

At ACFE it is made known that in the event that a person considers that he or she has been or is being harassed, this person should be encouraged to inform the other party that their behaviour is objectionable and should not be continued, provided they are comfortable with confronting the offender. In instances where the person is not comfortable discussing the matter with the offending party, a trainer or other ACFE staff member should be informed of the situation. In this case it becomes the responsibility of the relevant staff member to follow ACFE policy and procedures to rectify the situation.

All students and staff working with ACFE have the right to discuss matters of harassment with the relevant members of staff without making a formal complaint; all discussions are dealt with in confidentiality. The right to lodge a formal complaint of misconduct against the offending party is available and will be actioned according to ACFE policy and procedures.

ACFE ensures that all staff are adequately trained in dealing with harassment and discrimination in order to fulfil their roles and responsibilities in creating and contributing to a harassment and discrimination free workplace. In addition to relevant training, ACFE management provides opportunities for communication and mentoring amongst staff to ensure that all employees understand and correctly apply the processes and procedures involved in identifying and addressing of all forms of harassment and discrimination.

ACFE staff and students should be aware of the following definitions:

Racial harassment

Involves a person or persons being threatened, abused, insulted or taunted in relation to their race, descent, nationality, colour, language, ethnic origin or any other racial characteristic. It may include but is not limited to; derogatory remarks, innuendo or slur, gestures, intolerance, mockery, displays of material prejudice towards a race, racial jokes, discrimination, exclusion, allocation of least favourable jobs or positions, or unfair treatment.

Sexual harassment

Involves any verbal or physical conduct of a sexual nature, which is inappropriate, unwelcome or uninvited. It may include but is not limited to; sexually related physical contact such as kissing, embracing, pinching or other suggestive gestures, intimidation, coercion, requests for or promising of sexual favours, questions about a person's private or sexual life, sexist or explicit jokes, unwelcome phone calls, emails or other forms of non-work related communication, offensive noises, or displays of sexually graphic or suggestive material.

Bullying

Involves any behaviour that suggests a real or perceived power over another party, or otherwise undermines a person or group, generally comprised of repeated, persistent acts over a period of time. It may include, but is not limited to; verbal abuse, physical assault, intimidation, humiliation, unjustified criticism, sarcasm, insults, false or malicious rumours, exclusion or isolation, inflicting unnecessary work stresses, or sabotage of a person's work or their ability to work by withholding resources or information.

Confidentiality

Relates to privacy of information, ensuring that the information is only accessible to those who have the authority to access it. Within an RTO this may refer to private verbal discussions, student assessments, managerial decisions and legal proceedings.

Discrimination

Involves the unfair or unequal treatment of another person based solely on class or category. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. All forms of victimisation are also treated as a type of discrimination.

Harassment

Involves any behaviour intended to disturb, offend or upset. It may include any unwelcome or uninvited verbal or physical action that results in a person feeling intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

Personnel

Refers to all employees and contractors of ACFE.

Victimisation

Involves any process that results in the unfavourable treatment of a person on unjust terms. It may include, but is not limited to; unfair punishment, treating a person poorly for their involvement in a complaint, to swindle or defraud a person, adverse changes to another's work environment, or denial of access to work related resources.

Specific principles:

- It is the right of all staff and student's to work and study in an environment free of any form of harassment and discrimination
- All reports of harassment and discrimination will be treated seriously, in an unbiased, respectful and sensitive manner. Any form of harassment and discrimination is considered unacceptable behaviour and will not be tolerated by ACFE
- When ACFE management is informed of any event involving harassment or discrimination, it is their responsibility to take immediate and appropriate action to address it
- In dealing with all complaints, the rights of all individuals involved should be respected and confidentiality should be maintained
- It is the intention of ACFE management that a process of discussion, cooperation and conciliation will resolve all complaints. The aim is to achieve an acceptable outcome for the involved parties while minimising any potential damage to the organisation
- Both the person making the complaint and the person against whom the complaint has been made will receive information, support and assistance in resolving the issue from ACFE management
- Victimisation is unacceptable and will not be tolerated. No person making a complaint or assisting in the investigation of a complaint should be victimised

- Harassment or discrimination should not be confused with legitimate comment and advice (including constructive feedback) given appropriately by management or trainers. Managers and trainers should be conscious of how they present their feedback to ensure the message is not misinterpreted
- Staff and students should not make any frivolous or malicious complaints. All staff and students are expected to participate in the complaint resolution process in confidence that the procedures are designed to ensure fair resolution

Working with Persons Under 18 Years of Age

Students under 18 years of age may enrol with ACFE. According to the law, a child is considered any individual less than 18 years of age.

ACFE will ensure that all students are protected from all forms of harm, including bullying, harassment, discrimination and intimidation. All staff are required to report to ACFE management any behaviour that can reasonably be considered harmful or potentially harmful to students, or where it is reasonable to believe that a student has been harmed or requires protection from harm.

In cases where allegations or information indicate it is reasonable to believe a student has suffered from or may require protection from harm, ACFE will report to the Department of Communities, Child Safety and Disability Services ACFE.

The initial information that a child protection officer will require is:

- The name, age and address of the child or young person
- The reasons you suspect the child or young person may have experienced or is at risk of experiencing harm
- The immediate risk to the child or young person
- Contact details. You may remain anonymous; however it is preferable to provide these details so that the officer can call you if further information is needed

If allegations may constitute child abuse by a person external to ACFE, the ACFE CEO will report the matter to the Police or the Department of Communities, Child Safety and Disability Services.

ACFE will comply with all relevant State and Federal legislation in the area of working with children.

ACFE management recommend that all staff obtain the appropriate Police check for child related employment. Information is available at: <http://afp.gov.au>

Consumer Rights

Consumer protection

On 1 January 2011, the Australian Consumer Law commenced and the Trade Practices Act 1974 was repealed and replaced by the Competition and Consumer Act 2010. The Australian Consumer Law provides for:

- National consumer protection and fair trading laws
- Enhanced enforcement powers and redress mechanisms
- A national unfair contract terms law
- A new national product safety regime
- A new national consumer guarantees law

Contractual agreement

Students who enrol in a training program with ACFE should be aware that they are entering into a contractual agreement. With a view to ensuring all students are fully aware of their rights and obligations, ACFE will design agreements, enrolment forms, service agreements or similar using a logical format and simple English. This may include, but is not limited to:

- Wording that allows the perspective student to know what he / she is agreeing to
- Clearly explained disclaimers
- No misleading or deceptive behaviour
- No actions, omissions or dialogue (written or verbal) that may force or coerce the student
- Fair dealings for disadvantaged students

Privacy Principles

The Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Privacy Amendment Act) made many significant changes to the Privacy Act 1988 (Privacy Act). These changes commenced on 12 March 2014. The Privacy Regulation 2013, made under the Privacy Act, also commenced on 12 March 2014.

Privacy Principles that are strictly applied to all aspects of ACFE's operations include:

Collection

ACFE will only collect necessary information pertaining to one or more specific operations. The student will be informed as to the purpose for which details are being collected.

Use and disclosure

ACFE will ensure student personal information is not used or disclosed for secondary purposes without obtaining explicit consent from the student, unless a prescribed exception applies.

Data quality

ACFE will take all reasonable measures to ensure that all students' personal information that is collected, used or disclosed is accurate, current and complete.

Data security

ACFE will take all reasonable measures to ensure all collected students' personal information is protected from misuse, loss or damage, and that all data and record storage is secure from unauthorised access, modification or disclosure.

Openness

ACFE will maintain documentation which detail how students' personal information is collected, managed and used. When a student makes an enquiry in relation to information collected, ACFE will explain what information is held, for what purpose it is held and what procedures outline the collection and use of information.

Access and correction

ACFE will allow students access to personal information held in all circumstances unless prescribed exceptions apply. If the student identifies errors within the information, ACFE will correct and update to file.

Unique identifiers

ACFE will not assign students unique identifiers except when it is necessary for efficiency of operations. Commonwealth Government identifiers, such as Medicare numbers or Tax File Numbers, will only be used for the purposes of which they were issued.

Anonymity

ACFE will provide students the opportunity to interact with the business without requiring the student to make their identity known in any circumstances it is practical and possible to do so.

Trans-border data flows

ACFE privacy protection principles apply to the transfer of data throughout Australia.

Sensitive information

ACFE will request specific consent from a student in circumstances where it is necessary to collect sensitive information. Sensitive information may include, but is not limited to; information relating to a student's health, criminal record, racial or ethnic background.

Student progress

Students have the right to request information about or have access to their own individual records. ACFE trainers and assessors or administration staff will provide the requested information or access. Students also have the right to request a hardcopy of their own individual file that can be supplied as a printout from records retained within the data management system.

Please feel free to ask your ACFE trainer and assessor or administration staff at any time for a printout of your progress.

STUDENT OVERVIEW

What courses can I study with ACFE?

ACFE strictly adheres to Standards for RTOs 2015 with all programs aligned to the qualifications contained in the:

- CPP07 Property Services
- SIT12 Hospitality
- BSB Business, and
- AHC10 Agriculture, Horticulture and Conservation and Land Management,

Training packages for quality assurance and best practice.

Training Package. Ensuring best practice in service and delivery at all times.

Currently ACFE is able to offer students accredited training in the following qualifications:

- CPP20212 Certificate II in Security Operations
- SIT20213 Certificate II in Hospitality
- SIT20316 Certificate II in Hospitality
- SIT30713 Certificate III in Hospitality
- SIT30616 Certificate III in Hospitality
- SIT40313 Certificate IV in Hospitality
- SIT40416 Certificate IV in Hospitality
- AHC31510 Certificate III in Indigenous Land Management
- AHC31516 Certificate III in Indigenous Land Management
- BSB41415 Certificate IV in Work, Health and Safety.

What qualification will I receive?

Upon successful completion of your course with ACFE you will be eligible to receive the following award.

Course	Certification
Qualifications: <ul style="list-style-type: none">• CPP20212 Certificate II in Security Operations• SIT20213 Certificate II in Hospitality• SIT20316 Certificate II in Hospitality• SIT30713 Certificate III in Hospitality• SIT30616 Certificate III in Hospitality• SIT40313 Certificate IV in Hospitality• SIT40416 Certificate IV in Hospitality• AHC31510 Certificate III in Indigenous Land Management• AHC31516 Certificate III in Indigenous Land Management• BSB41415 Certificate IV in Work, Health and Safety.	Qualification Qualification Qualification Qualification Qualification Qualification Qualification Qualification Qualification Qualification

How is training delivered?

Training courses with ACFE are delivered by:

- [Face to face classroom training](#)
- [Workplace Training](#)
- [Blended learning](#)

What are the prerequisites?

Prerequisites are specific to individual courses. Please consult the course outline for your chose course for prerequisite information.

How do I enrol?

Enrolment is initiated by you contacting ACFE. We will despatch to you by suitable means an enrolment form and literature on the course(s) being considered and any other relevant documentation.

Fees

ACFE operates predominately as a 'fee for service' training business. This means all training programs attract fees. All fees will be paid at or prior to the commencement of training unless prior arrangements are made with ACFE management.

Where less than \$1,000 is collected prior to the commencement of training or where the total course fee is less than \$1,000, a fee protection process is not required. These fees are paid by/charged to the student, a government agency or the student's employer.

Where the total course fee is more than \$1,000, ACFE will observe the requirements of Schedule 6 of the Standards for RTOs 2015. This schedule outlines requirements for protecting fees prepaid by individual students or prospective students for services. One of the requirements of Schedule 6 requires the RTO to be a member of a recognised Tuition Assurance Scheme.

Fee information is available via:

- ACFE website
- ACFE program brochures
- ACFE promotional material
- Direct email from ACFE

Each of these information streams clearly identifies all fees and charges, including optional charges such as Recognition of Prior Learning (RPL) fees. The RTO's fee policy will be updated regularly so that both ACFE and our clients will be protected.

ACFE will provide the following fee information, to each student:

- a) The total amount of all fees including course fees, administration fees, materials fees and any other charges;
- b) Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- c) The nature of the guarantee given by the RTO to complete the training and / or assessment once the student has commenced study in their chosen qualification or course;
- d) The fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to students who are deemed not yet competent on completion of training and assessment; and
- e) The applicant's refund policy.

Fee Structure

Total course fee

Each qualification, unit of competency or accredited course offered by ACFE has a specific course fee. The course fee is the maximum fee that may be charged to the student for his/her selected training program.

It is ACFE's policy that the course fee will be *all-inclusive*. Students will not be 'surprised' by unexpected requirements, fees or expenses.

Where additional resources normally associated with a program of study are required (for example; reference material, research documents, own computer) the student will be clearly advised of exactly what is required in the student study guide for that program.

Program fees are: Please contact ACFE for current prices.

Payment required in advance

A deposit of 10% of the total course fee is required from each student.

Enrolment fee

No enrolment fee is applicable.

Withdrawal fee

No withdrawal fee is applicable.

Re-submit fee

No re-submit fee applies.

Re-assessment fee

No re-assessment fee applies.

Produce partial completion ACFE Statement of attainment

No fee applies to produce a statement of attainment when the student has partially completed the training program and must withdraw.

Re-print certification

Where the student requests a new copy of his / her certification, the following fees apply:

- Statement of attainment \$40.00+GST+mail costs
- Qualification (with academic transcript) \$40.00+GST+mail costs

Contact Us

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Phone: 02 9673 3800

Email: craig@acfetraining.com.au

Receiving Payments

Fees paid in advance

A deposit of 10% up to a maximum of 20% the total course fee is required from each student.

Refunds

ACFE will protect fees paid in advance and has a fair and reasonable refund policy.

An application for a refund is addressed according to the notice given by the person making the request:

- 7 days prior to the commencement of the course – 100% refund
- Any cancellation inside 7 days will result in no refund unless circumstances apply, in such cases the student can make application for a refund
- Withdrawal during the course – no refund. A pro-rata credit is available so the student can complete the course at a later date

Information provided prior to enrolment or the commencement of training and assessment, whichever comes first, specifies the student's rights as a consumer, including but not limited to any statutory cooling-off period (where applicable) and the student's right to obtain a refund for services not provided by the ACFE in the event the:

- Arrangement is terminated early, or
- ACFE fails to provide the agreed services.

Certificate III Guarantee Queensland Funded by the Queensland Government

For subsidised training Co-Contribution fees are paid by the student or by an employer or third party.

Co contribution fees are charged at the following rates

Non Concessional - \$50 the co contribution fee will be required to be paid in full fee prior to commencement

Concessional - \$30 Concessional rates apply to the following

A concessional student must provide evidence of the following Student Health Care Card or Concession card issued under Commonwealth Law.

Proof the student is the partner or dependant of a person who holds a health care or concession card and is named on that card

Eligibility

All students must be

A Queensland Resident

Driver's Licence or

Adult Proof of Age Card (18+ card), or

Australian, New Zealand or International Passport, or • Birth Certificate or Birth Extract.

A copy of the above will be retained by the RTO

The student must not have completed or be enrolled in a Certificate III or IV previously.

The student is only eligible for one qualification under the Certificate III Guarantee.

Refunds under this program are as per the ACFE Refund Policy

Invoices will be issued prior to commencement records

ACFE has a clearly documented quality administrative and records management system in place to secure the accuracy, integrity and currency of records, to keep documentation up-to-date and to secure any confidential information obtained by ACFE and committees, individuals or organisations acting on its behalf.

Data is collected and stored in accordance with the processes outlined in this document and ACFE's record management procedures ensure timely and accurate records inform the continuous improvement processes of ACFE. In addition, these records management procedures will ensure that all documentation providing evidence of compliance to the essential standards of registration is accurately maintained.

Record keeping Procedures

ACFE has a clearly documented quality administrative and records management system in place to secure the accuracy, integrity and currency of records, to keep documentation up-to-date and to secure any confidential information obtained by ACFE and committees, individuals or organisations acting on its behalf.

Upon enrolment, student's details will be entered into the ACFE database system. This process initiates the establishment of the student's individual file which is then used to record all future details pertaining to the client. The file is retained by ACFE and management of the file will be in accordance with the ACFE training records policy.

ACFE is committed to maintaining the accuracy, integrity and currency of all student files, as well as ensuring appropriate security of all records to uphold confidentiality and protect student privacy. ACFE management will undertake a validation of the training records of approximately 5% of registered students and report the findings at the monthly management meeting.

Completed assessments

Each and every assessment submitted by every student will be retained for a minimum period of six (6) months. At the expiration of six (6) months period, the student's assessments will be scanned and stored electronically for thirty (30) years.

When in paper format, student's work will be filed according to the competency/unit number, competency/unit cluster or alphabetically according to the students' names. Individual student records will be stored in a lockable steel filing cabinet in a locked secure office area. If the files are stored in a location where student or public access is possible, the cabinets will remain locked.

For ease of application and consistency, a similar filing process will be used for electronic files. The electronic records are stored utilising AVETMISS compliant software and access is restricted by a password system.

Results of assessment records

Student assessment results will be recorded electronically within the ACFE database system. This information may be used to provide annual competency completion reports and/or AVETMISS reports, as required.

- Sufficient information to re-issue the testamur, if required, will be retained
- Results of assessment will be retained for thirty (30) years

Security

ACFE ensures further security of records by complying with the storage requirements detailed in ASQA's General directive: *Retention requirements for completed student assessment items*, 22 June 2012. This directive includes requirements for storage including: safeguards against unauthorised access, fire, flood, termites or any other pests, and to ensure that copies of records can be produced if the originals are destroyed or inaccessible. ACFE enhances its compliance with this directive by protecting electronic files with up-to-date virus protection, firewall and spy ware protection software.

The data management system is Cloud based and offers the security and integrity expected of a reputable Cloud storage system. In addition, electronic records are copied to a portable hard drive, every four (4) week period. The portable hard drive is stored off site in a fire proof secure location.

ACFE software and hardcopy systems will retain student's results for a period of no less than thirty (30) years. If requested, enrolment information, training and assessment information or results of assessment will be provided in electronic format wherever possible. Paper based records will be scanned and saved in Adobe PDF format. Paper records will be securely shredded every twelve (12) months in accordance with ACFE CEO's directions.

A copy of each testamur issued is scanned and retained in Adobe PDF format. If requested, the testamur may be re-printed at any time within the thirty (30) year period after issue. This method ensures the original format, design, signature, date and units of competency are re-printed accurately and with a minimum of effort and expense.

The database system is used and data/files/records are converted and saved in Adobe PDF format. ACFE has chosen Adobe PDF because research indicates this software will be able to be opened and read for up to thirty (30) years.

Ceasing operation

In the event that ACFE ceases to operate, its records will be transferred to ASQA in the appropriate format and detail as specified by the Department at the time of ceasing RTO operations.

All other records including training records, taxation records, business and commercial records will be retained for a period of at least seven (7) years.

ACFE will ensure that any confidential information acquired by the business, individuals, committees or organisations acting on its behalf is securely stored.

Access to Records

ACFE has implemented a record management system that ensures that all students have access to accurate information regarding their learning in a timely fashion. To ensure this, employees are informed of their responsibilities for record keeping and the process is monitored through the continuous improvement process and improved where necessary. This section outlines the data management procedures that support our records management system.

Access to student records

Access to individual student training records will be limited to those required by the SNR, such as:

- Trainers and assessors to access and update the records of the students whom they are working with
- Management staff as required to ensure the smooth and efficient operation of the business

- Officers of ASQA or their representatives for activities required under the standards for registered training organisations

ACFE trainers and assessors will maintain accurate and current records of each student's progress and achievement of competencies in the area of their study. These records will be entered on the ACFE database system during training and assessment or immediately at the completion of training and assessment.

As students complete each competency, the trainer or assessor will check the achievements against the relevant qualification packaging rules and sign off successfully completed competencies.

All details of full or partially completed competencies will be recorded and stored on the student's file.

Upon completion of all relevant competencies within a qualification, the student will be entitled to receiving the full qualification. The certificate and academic record and / or statement of attainment will be produced and signed by ACFE management, trainer and / or assessor, and presented to the student.

A scanned electronic copy of all signed qualifications issued will be converted to PDF format and secured in the student's file.

Student Access to Records

Students have the right to request information about or have access to their own individual records. ACFE trainers and assessors or administration staff will provide the requested information or access. Students also have the right to request a hard copy of their own individual file that can be supplied as a printout from records retained within the data management system.

You should feel free to ask your ACFE trainer and assessor or administration staff at any time for a printout of your progress.

Privacy

ACFE considers student privacy to be of utmost importance and will practice a high standard of care and concern in regard to maintaining student privacy in all aspects of business operations. Any persons external to the organisation acting on behalf of ACFE are made aware of the confidentiality procedures and privacy policies prior to commencing work with ACFE.

ACFE will comply with all legislative requirements including the Privacy Act 1988 (Commonwealth) and Australian Privacy Principles (2014). The Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Privacy Amendment Act) made many significant changes to the Privacy Act 1988 (Privacy Act). These changes commenced on 12 March 2014. The Privacy Regulation 2013, made under the Privacy Act, also commenced on 12 March 2014.

ACFE ensures no student information is disclosed without the student's consent, except as required by law or in adherence to the SNR. Student consent must be obtained in writing from the student, unless the student is under the age of 18 years, in which case written consent from their parent or guardian must be obtained. Consent to disclosure of information forms and / or letters will be recorded.

Recognise Qualifications of Another RTO

ACFE will recognise all AQF qualifications and statements of attainment issued by any other RTO. If any ambiguity is detected when validating a student's certification, ACFE will seek verification from the relevant RTO before recognising the qualification or statement of attainment.

Procedure for Recognition of Qualifications

Students enrolling with ACFE will be made aware of the recognition of qualifications policy by ACFE staff at the time of enrolment to offer the opportunity of recognition of relevant qualifications or statements of attainment prior to the commencement of training. ACFE trainers will remind students of the policy progressively throughout the duration of their course.

When a student presents an AQF qualification or statement of attainment to a trainer or staff member, a copy of the certificates will be taken and submitted to ACFE for verification. ACFE will verify the authenticity of the qualification or statement of attainment.

The verified copy of the qualification or statement of attainment is placed in the student's file. Once verification of the qualification or statement of attainment has been established, ACFE staff will inform the student and offer exemption from the relevant unit(s) of competency. Staff will ensure the student is aware of and understands what component(s) of their training and assessment are affected.

ACFE staff will update the student's records accordingly.

Credit Transfer

Credit transfer refers to the transferral of academic credit obtained by students through participation in courses or national training package qualifications with other RTOs, towards a qualification offered by ACFE. Credit transfer is granted on the basis that the credit validates the student's competency within the relevant qualification / unit of competence. Credit transfer of a qualification / unit of competence is available to all students enrolling in any training program offered by ACFE.

Unique Student Identifier

The [Unique Student Identifier \(USI\)](#) scheme, enabled by the Student Identifiers Act 2014, allows students to access a single online record of their VET achievements. The scheme also allows for reliable confirmation of these achievements by employers and other RTOs. The online system provides each student with a USI.

The USI scheme will provide a national online authenticated record of student's training attainment and will serve as a building block for a range of vocational education and training reforms. Over time, the ability of students to access and share their training records will make enrolment processes more efficient for training providers and students. Training providers will have access to an online information source to manage student transfers between training providers, and the assessment of credit transfer and pre-requisites.

ACFE will only issue a qualification or statement of attainment to a student after the student has provided a verified USI or ACFE applies for a USI on behalf of the student. To avoid any delays in issuing certification documentation ACFE will ensure that student's USIs are applied for or verified USI at the time of enrolment.

ACFE will protect the security of all information related to USIs. Security measures are in place to protect both digital and hard-copy records from loss, damage or unauthorised

access. ACFE stores paper based records in locked cabinets. Digital records are backed up on a Cloud system. All AQF certification documentation issued by ACFE is kept for 30 years. Where a qualification or statement of attainment is recorded in the USI scheme, ACFE does not retain additional records to demonstrate this because the required records will exist within the USI scheme.

When reporting data about the training, each record of nationally recognised training that is provided to the national centre for vocational education research (NCVER) national VET provider collection will have a USI attached. This USI will be used to draw down on this data collection in real time. This means that, in the future, students will be able to draw down a record of their VET achievements from one place. They can view this online or they can use the data to develop a transcript that they can attach to a job application, for example.

The USI will be increasingly useful for ACFE when the data builds, ACFE (with the student's permission) will be able to draw down information about that student's previous VET attainments throughout Australia. This will assist with assessing student's admission to courses, for credit transfer and in some circumstances, their eligibility for funding. More information is available from the [Department of Industry's website](#) where a comprehensive [video](#) outlines the USI scheme for ACFE staff.

TRAINING AND ASSESSMENT

ACFE is committed to delivering high quality training and assessment services that exceed the expectations of their students. To ensure this, ACFE has implemented processes for data collection and analysis within its operations that ensure the continuous improvement of training and assessment. Continuous improvement measures in this area respond to the results of data analysis and involve all internal and external stakeholder groups.

The quality and continuous improvement policy and procedure defines the methods of data collection and analysis. In order to provide high quality outcomes to their clients and students, ACFE ensures that strategies for training and assessment are developed with effective consultation with industry and stakeholders.

Principles of Training and Assessment

Training and assessment strategies developed by ACFE will adhere to the following principles:

- Training and assessment strategies are developed for each qualification / unit of competency that will be delivered and assessed
- All training programs will require the development of a training and assessment strategy for full and partial completion of a qualification
- Each training and assessment strategy will be developed in consultation with industry representatives, trainers, assessors and key stakeholders
- Training and assessment strategies will reflect the requirements of the relevant training package and will identify target groups
- Training and assessment strategies will be validated annually through the internal review procedures

Quality training and assessment principles

ACFE will apply the Principles of Assessment and the Rules of Evidence.

Principles of assessment

To ensure quality outcomes, assessment should be:

- Fair
- Flexible
- Valid
- Reliable

Fair

Fairness in assessment requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the student to ensure that the student is fully informed about, understands and is able to participate in the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be re-assessed if necessary.

Flexible

To be flexible, assessment should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of

methods appropriate to the context, competency and the student; and support continuous competency development.

Valid

Assessment is valid when the process is sound and assesses what it claims to assess.

Validity requires that:

- Assessment against the units of competency must cover the broad range of skills
- Knowledge that are essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliable

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results are consistent with assessment outcomes. Reliability requires the assessor to have the essential competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Rules of Evidence

These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is:

- Valid
- Sufficient
- Authentic
- Current

Valid

Assessment is valid when the process is sound and assesses what it claims to assess.

Validity requires that:

- Assessment against the units of competency must cover the broad range of skills
- Knowledge that are essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the student's own work.

Current

In assessment, currency relates to the age of the evidence presented by a student to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Connecting Training and Assessment with the Workplace

To maximise the outcomes for students, ACFE ensures that every opportunity to connect training and assessment with the workplace is utilised. Opportunities will be developed in consultation with the relevant workplace personnel and responsibilities clearly communicated to all involved.

To identify a range of delivery and assessment methods that meet a variety of needs, an ongoing schedule of industry liaison and consultation will be adhered to. These consultations will be documented with meetings and memorandums acknowledged by those industry and enterprise representatives involved in consultation relative to the development of assessment strategies.

Students enrolled in a traineeship program will normally be working for an employer within the industry. In some circumstances employers may offer a contribution towards the cost of training and assessment, which is encouraged by ACFE.

ACFE will:

- Involve workplace personnel in planning workplace programs, where they are relevant to the training and assessment program
- Ensure that the training and assessment program makes full use of opportunities at the workplace
- Monitor each student's progress and the support provided to them by workplace personnel
- Consult with workplace personnel in the development of workplace training and assessment processes
- Inform workplace personnel of their training and assessment roles and responsibilities, and accept these responsibilities, where relevant to the training and assessment program
- Monitor support provided to each student by workplace personnel
- Monitor the student's progress

Information from workplace personnel is used to continuously improve training and assessment. A number of programs that engage employers or other parties who contribute to each learner's training, assessment and support services to meet their individual needs are available. Refer to 4.5 (Apprenticeships and Traineeships) below for examples of programs, government initiatives and opportunities for employers to be engaged with training and assessment.

Assessment Policy

ACFE acknowledges the critical role that assessment plays in determining the competency of students. In developing the assessment (including RPL) for each qualification and unit of competence, the CEO will ensure:

- Compliance with the assessment guidelines from the relevant training package, qualification and unit of competence of accredited course
- Assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)
- Assessment complies with the principles of competency based assessment and informs the student of the purpose and context of the assessment

- The rules of evidence guide the collection of evidence to support the principles of validity and reliability
- The application of knowledge and skills is relevant to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment
- Timely and appropriate feedback is given to students
- Assessment complies with ACFE's access and equity policy
- All students have access to re-assessment on appeal

ACFE implements an assessment system that ensures that assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited course. ACFE recognises that each unit of competency contains assessment requirements relating to; performance evidence, knowledge evidence and assessment conditions.

RECOGNITION OF PRIOR LEARNING

Recognition of prior learning means recognition of competencies currently held, regardless of how, when or where the learning occurred. These competencies may be attained through any combination of formal or informal training and education, work experience or general life experience. In order to grant RPL, the assessor must be confident that the student is currently competent against the endorsed industry or enterprise competency standards or outcomes specified in Australian Qualifications Framework accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

ACFE appreciates the value of workplace and industry experience, and recognises that students will acquire vocational skills and knowledge from a variety of sources other than formal training. These skills are legitimate irrespective of how they were acquired and the RPL process is designed to provide validation of such relevant skills.

ACFE's Recognition of Prior Learning Process

Recognition of Prior Learning (RPL) is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and / or partial or total completion of a VET qualification.

The recognition of prior learning (RPL) process will be offered to and explained to all relevant students. All students will have access to ACFE's RPL policy which is contained in the ACFE student handbook and is available on request.

Students who believe they have already obtained current skills and knowledge that would otherwise be covered in the qualification / unit of competence for which they intend to attain, should apply for RPL at the time of enrolment. The student's skills and knowledge will be assessed and validated, and where appropriate, units of competency acknowledged and face-to-face training reduced.

As part of the ACFE enrolment policy, trainers will advise students of the availability of RPL policy, explain what the process involves and how it relates to the attainment of the qualification. Trainers will remind students of this option progressively throughout their time in training, in order to provide multiple opportunities for students to engage in the RPL process.

When approached by a student seeking RPL, trainers will:

- Provide the student with copies of an RPL Introduction Letter
- Provide the student with information about the types of evidence that can be used to support an RPL application

Recognition of prior learning fee

The student will be charged 50% of the scheduled course fee. This includes the initial application, consultation either in person or via phone with a suitably qualified assessor, the RPL assessment and (if successful) certification.

Where the student is not able to achieve the full qualification through RPL and gap training is required, a training plan and costing structure will be mutually agreed upon. The basis of the cost structure will be pro-rata on a unit by unit basis based on the scheduled course fee.

CLIENT SERVICES

ACFE is committed to delivering high quality services that support students throughout their training and assessment. This commitment is based on a client focused operation that produces the best possible outcome for students. ACFE will ensure students are informed of the services they are to receive, their rights and obligations, and the responsibilities of the RTO. Students who undertake training with ACFE receive every opportunity to successfully complete their chosen training program. ACFE will provide students with information prior to commencement of services including any subcontracting arrangements affecting the delivery of training and/or assessment.

Student advice

ACFE takes a systematic approach to establish and recognise the needs of each client. It is a requirement that all staff members do their utmost to meet the needs of students. Where a student's need is outside the scope or skill of the organisation they will be referred to an appropriate service or an alternate training organisation.

ACFE delivers specialised training and assessment services¹. As such, it is vital that all students are informed of and understand the extent of the training course that they are enrolling in. ACFE has in place a process and mechanism to provide all clients information about the training, assessment and support services to be provided, and about their rights and obligations, prior to enrolment or entering into an agreement.

In summary, ACFE will provide:

- Training programs and services that promote inclusion and are free from discrimination
- Support services, training, assessment and training materials to meet the needs of a variety of individual students
- Consideration of each individuals needs to provide the best opportunity for skill development and attainment of qualifications that can lead to further training or employment
- Opportunity for consultation between staff and students so that all aspects of individual circumstances can be taken into consideration when planning training programs
- Consideration of the views of students' community, government agencies and organisations, and industry when planning training programs
- Access to information and course materials in a readily available, easily understood format
- Information to assist students in planning their pathway from school or the community to vocational education and training

¹ Services include:

- (a) Pre-enrolment materials;
- (b) Study support and study skills programs;
- (c) Language, Literacy and Numeracy (LLN) programs or referrals to these programs;
- (d) Equipment, resources and/or programs to increase access for students with disabilities;
- (e) Learning resource centres;
- (f) Mediation services or referrals to these services;
- (g) Flexible scheduling and delivery of training and assessment;
- (h) Counselling services or referrals to these services;
- (i) Information technology (IT) support;
- (j) Learning materials in alternative formats, for example, in large print; and
- (k) Learning and assessment programs customised to the workplace.

While ACFE guarantees that all students will receive the full training services paid for, it does not guarantee a student will successfully complete the course in which they are enrolled or that the student will obtain a particular employment outcome outside the control of ACFE.

Student information policy

ACFE will provide all relevant information and directions to each student prior to enrolment as part of the student induction to enable the student to make informed decisions about undertaking training with ACFE. This information will be clear and readily available in print or referral to an electronic copy. This will include details required to source the ACFE student handbook, available as PDF document on ACFE website: www.acfe.com.au.

ACFE will provide the following information specific to each student:

- the code, title and currency of the AQF qualification, skill set or VET course to which the student is to be enrolled, as published on the National Register
- a) the services the RTO will provide to the student including the:
 - estimated duration of the services
 - expected locations at which the services will be provided
 - expected modes of delivery
 - name and contact details of any subcontractor which will provide training and assessment to the student
- the student's obligations including any requirements that ACFE requires the student to meet to enter and successfully complete their chosen AQF qualification, skill set or VET course
- any materials and equipment that the student must provide; the educational and support services available to the student

Where there are any changes to agreed services, ACFE will advise the student as soon as practicable, including in relation to any new third party arrangements or a change in ownership or changes to existing third party arrangements.

Client Selection and Enrolment Procedure

Client selection

Enrolment and admission into some ACFE training programs is subject to meeting certain prerequisite conditions and/or entry requirements. Specific details of the prerequisites pertaining to these training programs are contained in individual course documentation and are made available prior to enrolment. In the case that a potential student does not meet the prerequisite conditions and/or entry requirements, ACFE staff will endeavour to assist them in understanding their options in regards to meeting the standards. Any questions regarding these arrangements can be addressed by trainers or ACFE management.

Enrolment

The enrolment procedure commences when a student contacts ACFE expressing interest in a training program(s). ACFE staff will respond by dispatching by suitable means an enrolment form, student handbook, literature on the program(s) being considered and any other documentation which may be relevant.

Enrolment applications will then be assessed to ensure that the student meets any prerequisites and/or entry requirements that have been set for the selected course. Students will be informed of successful enrolment and sent information on the course and their course induction. Students who do not meet the prerequisites for the selected course will be notified of their unsuccessful enrolment and invited to contact ACFE to discuss their training needs and alternative opportunities.

Pre-course letter

As an additional support to enrolling students, ACFE will send a pre-course letter to the student prior to the commencement of training. Information includes the time, date and location of training, the resources the student should bring to the course and overview of the units of competency to be studied and the format/style of training to be provided.

Pre-course evaluation checklist

A pre-course evaluation of each student is conducted. Questions are designed to identify the student's needs, so ACFE staff members can evaluate any requirements the student may have to improve his/her learning experience and outcome. These questions are integrated within the enrolment form.

The designated ACFE staff member will receive and assess each student's pre-course evaluation checklist. Based on the information in the checklist, the enrolment form, interview, induction and any other relevant correspondence and conversation, ACFE staff and management may offer additional support. Examples of the support services may include:

- Study support and study skills programs
- Language, literacy and numeracy (LL&N) programs or referrals to appropriate programs
- Equipment, resources and / or programs to increase access for students with disabilities
- Learning resource centres
- Mediation services or referral to appropriate services
- Flexible scheduling and delivery of training and assessment
- Counselling services or referral to appropriate services
- Information technology support
- Learning materials in alternative formats i.e. large print
- Learning and assessment programs customised to the workplace

Induction

On successful completion of the enrolment process, all students will undergo an induction program including:

- Introduction to ACFE training staff
- Confirmation of the course being delivered
- The training and assessment procedures including method, format and purpose of assessment
- Qualifications to be issued
- Student handbook provided

Access and Equity

ACFE is committed to practicing fairness and providing an equal opportunity for all current and potential students to access and participate in learning, and to achieve their learning outcomes regardless of age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location that may present a barrier to access, or any other perceived difference in class or category. ACFE ensures that its practices are as inclusive as possible and do not unreasonably prevent any clients from accessing its services. ACFE will address access and equity matters as a nominated part of operational duties.

If a student identifies with one or more of the following priority groups, he/she may be able to receive additional assistance:

- Aboriginal and / or Torres Strait Islander people
- Carers of people who are ill, aged or who have a disability
- People with a disability
- Women and girls who are returning to education and training
- Women and girls who are seeking training opportunities in non-traditional roles
- Young people aged 15 to 25
- Australian South Sea Islanders
- Parental job seekers
- People with English language, literacy and numeracy needs
- Mature aged workers who require up skilling
- Long term unemployed and disadvantaged jobseekers
- People from different cultural and ethnic backgrounds
- People who speak a language other than English

ACFE has developed this quality management and operational framework to guide and inform all staff and students in their obligations regarding access and equity. Upon induction into ACFE, all staff is provided with copies of the policies which they must adhere to throughout all their operations as an ACFE staff member. Students are made aware of the access and equity policy via the ACFE student handbook, and informed of their rights to receive access and equity support and to request further information.

ACFE access and equity policies are in place to ensure that training opportunities are offered to all people on an equal and fair basis in all circumstances, irrespective of their gender, culture, linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

Practicing these policies will guarantee that any student who meets ACFE entry requirements will be accepted into any training programs. If any student or staff member have issues or questions regarding access and equity, or believes they have been treated unfairly, they will be directed to ACFE's management for consultation.

Language, Literacy and Numeracy Assistance

ACFE course information and learning materials contain written documentation and in some cases, numerical calculations.

ACFE recognises that not all students will have the same level of ability in relation to reading, writing and performing calculations. When an issue is identified by ACFE staff or requested by a student, a language, literacy and numeracy test will be provided to assess the student's ability. This process is to ensure that all students who commence a training program possess the skills required to understand the presented material and complete assessments.

ACFE will endeavour to provide assistance to students having difficulty with language, literacy or numeracy to accommodate their needs. In the event that a student's needs exceed the ability of ACFE staff to assist, the student will be referred to an external support agency so they have the opportunity to obtain the skills required to complete the training program.

Student support

Student support policy

ACFE will make all reasonable effort and utilise a variety of available methods to assist all students in their efforts to complete training programs. ACFE will determine the support needs of individual students and provides access to the educational and support services necessary for the individual student to meet the requirements of the AQF qualification, skill set or VET course as specified in training packages or VET accredited courses. ACFE will continue to develop strategies to make support available where gaps are identified.

Trainers are responsible for ensuring that all students are aware they can contact their trainer or other ACFE staff members in the event that they are experiencing difficulties with any aspect of their studies. Staff will ensure students have access to the full resources of ACFE to assist them in achieving the required level of competency in all nationally recognised qualifications.

In the event that a student is experiencing personal difficulties, training staff will encourage the student to contact ACFE who will provide discreet, personalised and confidential assistance as according to the nature of the difficulties.

In the event that a student's needs exceed the capacity of the support services ACFE can offer, they will be referred to an appropriate external agency. Extensive information regarding support agencies, resources and services may be sourced online. ACFE staff members will assist students to source appropriate support.

Flexible delivery and assessment procedures

ACFE recognises that some people are better suited to learning via teaching methods not usually obtained in the traditional classroom setting. With some minor adjustments to teaching and assessment methods, a student who is experiencing difficulty learning and achieving the desired results in the traditional setting may show considerable improvements.

The staff and management of ACFE respect these differences among students and will endeavour to make any necessary adjustments to their methods in order to meet the needs of a variety of students. For example, the inability to complete a written assessment will not be interpreted as a sign of incompetence, provided the student can verbally demonstrate competency.

Acceptable adjustments to teaching and assessment methods may include, but are not limited to; having a trainer read assessment materials to students, having a student's spoken responses to assessment questions recorded or allowing a student to sit for an assessment alone in a different room.

ACFE staff will pursue any reasonable means within their ability to assist students in achieving the required competency standards. In the event that a student's needs exceed the capacity of the support services ACFE can offer, they will be referred to an appropriate external agency.

Reasonable adjustment

Reasonable adjustment means adjustments that can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent / not yet competent decisions (and / or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and / or individual being assessed; otherwise comparability of standards will be compromised.

APPRENTICESHIPS AND TRAINEESHIPS

ACFE recognises that apprenticeships and traineeships are the perfect vehicle for training and developing new and existing staff. Because much of the training is in the workplace, the skills an apprentice or trainee acquires are customised to the specific needs of an organisation. Furthermore, employers may be eligible for various government financial incentives to assist with employing an apprentice or trainee.

State and Territory governments are responsible for all aspects of their training systems, including Australian Apprenticeships policy, priorities, regulatory and administrative arrangements. It also includes determining what qualifications are suitable for Australian Apprenticeships in each state or territory, approving registered training organisations to deliver them and distributing public funds to registered training organisation for training delivery.

DISCIPLINE

ACFE makes every effort to practice cooperation and mutual respect in all internal and external dealings to uphold high quality, professional training and assessment services. The same disciplined behaviour is expected of students as a contribution to a functional learning environment, and as a sign of respect to staff and fellow students.

Professional Behaviour

ACFE Management advises any trainer or staff member who is dissatisfied with the behaviour or performance of a student that they have the authority to:

- Warn the student that their behaviour is unsuitable, or
- Ask a student to leave the class, without refund or acceptance into another course, or
- Immediately cancel the class.

If a student wishes to object or lodge an appeal against the disciplinary action taken, they have the right and opportunity to follow the ACFE complaint procedure.

ACFE staff are expected to maintain a professional and ethical working relationship with all other staff members, management and students. Breaches of the disciplinary standards will result in discussion between the relevant trainer and ACFE, and appropriate action will be taken.

Plagiarism

Definition²

Plagiarism is the "wrongful appropriation" and "purloining and publication" of another author's "language, thoughts, ideas or expressions," and the representation of them as one's own original work.

Policy

Plagiarism is considered academic dishonesty and a breach of journalistic ethics. It is subject to serious sanctions such as expulsion. It is quite reasonable to research material in the course of undertaking assessment. All sources, however, must be clearly referenced. ACFE's CEO takes a very strict approach to plagiarism and proven incidents will not be tolerated.

² From www.wikipedia.org

COMPLAINTS AND APPEALS

ACFE has a defined complaints and appeals process that will enable learner's complaints and appeals are addressed effectively and efficiently.

ACFE strives to ensure that each student is satisfied with their learning experience and outcome. In the unlikely event that this is not the case, all students have access to rigorous, fair and timely complaint and appeal processes which are outlined in this section of the policy and procedures document. Any complaints or appeals will be reviewed as part of the continuous improvement process and where corrective action has been highlighted, it will be implemented as a priority.

Complaints Procedure

A complaints procedure is available to all persons wishing to make a complaint, appeal or any other manner of objection in relation to the conduct of ACFE. The complaints procedure will address both formal and informal complaints. All formal complaints must be submitted in writing to ACFE management and will be heard and addressed, including a response to the aggrieved person, within five (5) working days of receipt.

ACFE management will maintain a complaints register to document the course of action and resolution of all formal complaints. All complaints substantiated by the complaints procedure will be reviewed as part of the ACFE continuous improvement procedure.

It is the responsibility of ACFE management to ensure adherence to the complaint procedure and that resolution is sought in all reasonable circumstances. This includes informing and assisting students with the complaints procedure and supply of complaint forms.

If the student is still not satisfied with the resolution of the complaint after following and exhausting the complaints procedure, the student may contact ASQA and lodge a written complaint.

The form may be submitted by mail to:

Complaints Team
Australian Skills Quality Authority
PO BOX 9928
Sydney NSW 2001

Or via email to: complaints.team@asqa.gov.au

Appeals

The ACFE appeals process is concerned with a student's right to request change to decisions or processes of an official nature, usually in relation to academic or procedural matters.

In the case of a student's appeal against specific assessment decisions, the student should first discuss the decision(s) with the relevant trainer or assessor and request re-evaluation. The trainer or assessor will hear the student's appeal, make fair judgement to the best of their ability as to whether change(s) are required and then discuss their final decision with the student.

If the student is still dissatisfied with the trainer or assessor's decision, they have the right to take the appeal to the management team. The formal notice of appeal is required to comply with the following principles upon submission to management:

- The notice of appeal should be in writing, addressed to ACFE for referral to the management team and submitted within five (5) days of notification of the outcome of the trainer or assessors re-evaluation process.
- The notice of appeal must be submitted within the specified timeframe otherwise the original result will stand. If a student's appeal needs to be deferred due to emergency circumstances, such as in the case of serious illness or injury, a medical certificate supporting the case must be forward to management. The notice of deferral must be submitted within three (3) working days of the conclusion date displayed on the medical certificate.

It is the responsibility of ACFE management to ensure adherence to the appeal procedure and that resolution is sought in all reasonable circumstances. This includes informing and assisting students with the appeal procedure and supply of appeal forms.

All appeals will be reviewed at the monthly management meeting and, if appropriate, result in a continuous improvement process.

If the student is still not satisfied with the resolution of the complaint after following and exhausting the appeals procedure, the student may contact ASQA and lodge a written complaint.

The form may be submitted by mail to:
Complaints Team
Australian Skills Quality Authority
PO BOX 9928
Sydney NSW 2001

Or via email to: complaints.team@asqa.gov.au

Complaints / Appeals Procedure

All persons wishing to make a complaint, appeal or any other manner of objection in relation to the conduct of ACFE have access to the following procedure:

Informal complaint / appeal:

- An initial complaint or appeal will involve the student communicating directly with ACFE verbally or by other appropriate means. ACFE management will make a decision, discuss their judgement with the student and record the outcome of the complaint or appeal
- Students dissatisfied with the outcome of ACFE's decision may initiate the formal complaint procedure

Formal complaint / appeal:

- It is normal procedure that all formal complaints proceed only after the initial informal complaint or appeal procedure has been finalised
- The formal complaint or appeal is to be submitted in writing, and the procedure and outcome recorded by ACFE management
- On receipt of a formal complaint, the CEO will convene the complaint committee to hear the complaint
- The complaint committee will consist of a panel of members with no previous involvement or vested interest in the outcome of the particular complaint or appeal. Members of the committee should include:
 - A representative of ACFE management
 - A ACFE staff member
 - A person independent of ACFE (i.e. Richard Turner of TBS Consulting)
- The complainant / appellant shall be given an opportunity to present the case to the committee and may be accompanied by one (1) other person as support or as representation
- Staff member(s) involved shall be given an opportunity to present their case to the committee and may be accompanied by one (1) other person as support or as representation
- The complaint committee will reach a decision on the complaint or appeal after consideration of each case presented
- The complaint committee will inform all parties involved of the outcome in writing within five (5) working days of making the decision

All complaints and appeals will be reviewed at ACFE monthly management meeting. Continuous improvement procedures may be actioned when the complaint / appeal procedure results in identification of factors appropriate for improvement to internal operations. When the initial causative factor of the complaint identifies a problem with current ACFE policies and / or procedures, the continuous improvement procedure will ensure changes are made to prevent reoccurrence of the problem.

Acknowledgement declaration

I acknowledge that I, _____, have received, read and fully understood the contents of this student handbook, which outlines the conditions of my rights and responsibilities as a student of ACFE.

Signature

Date

Name of Witness

Signature of Witness

Date

APPENDIX: GLOSSARY

A

AQF	Australian Qualification Framework
AQTF	The Australian Quality Training Framework
ASQA	Australian Skill Quality Authority
ATO	Australian Taxation Office
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard

B

BAS	Business Activity Statement
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C

CAL	The Copyright Agency Ltd
CEO	Chief Executive Officer
COAG	Council of Australian Governments
COAGISC	Council of Australian Governments Industry and Skills Council
CPA	Certified Practising Account
CQI	Continuous Quality Improvement
CV	Curriculum Vitae

E

EFTPOS	Electronic Funds Transfer Point of Sale
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G

GST	Goods, Services Tax
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I

ISC	Industry Skills Council
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J

JP	Justice of the Peace
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M

MS Access	Microsoft Access
MS Excel	Microsoft Excel

N

NCVER	National Centre for Vocational Education Research
NQC	National Quality Council
NRT	Nationally Recognised Training
NVR	National Vet Regulator
NGO	Non-Government Organisation

O

OHS	Occupational Health and Safety
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P

PDF	Portable Document Format
PPE	Personal Protective Equipment

Q

QI	Quality Indicators
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R

RTO	Registered Training Organisation
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S

SNR	Standards for Initial Registration
SWOT ANALYSIS	Strengths, Weaknesses, Opportunities and Threats Analysis

T

TAE	Training and Education
TESTAMUR	Certificate of Merit or Proficiency

U

USI	Unique Student Identifier
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V

VET	Vocational Education and Training
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W

WHS	Work Health and Safety
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