



Australian Security Education & Consulting Pty Ltd

Student Handbook

Unit 1a/118 Lysaght Street

MITCHELL ACT 2911

ABN 34 103 915 180

ACN 103 915 180

MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

Welcome to Australian Security Education & Consulting (ASEC). As CEO of this organisation I am committed to maintaining the quality, management and operational functions outlined in this student handbook. I welcome your input and advice to ensure that as a Registered Training Organisation, ASEC continues to meet the needs of its students and stakeholders now and in the future.

This student handbook provides the policies and procedures that guide ASEC toward the provision of best practice in training, operations and assessment delivery. The handbook has been prepared for potential students enrolling in training programs with ASEC and provides information that will assist you to make an informed decision regarding enrolment and services provided by ASEC. In this handbook you will find information relating to the following:

- Details about ASEC
- Training and assessment services
- Recognition of Prior Learning
- Complaints and appeals
- Policies regarding safety and discrimination
- Student services, including expectations and privacy

ASEC staff are available for any questions you may have regarding the information outlined in this handbook.

ASEC contact details

Owner/CEO:	Rod Wark
Business Manager:	Roseanne Howes
Administration Manager:	Sarah Wark
Reception:	Lilly Walter
Trainers:	Timothy Boyd Terry Bourke Rod Wark
Training Rooms:	1a/118 Lysaght Street, Mitchell ACT 2911 Ph: 02 6134 6631
Website:	www.asec.com.au
Email:	info@asec.com.au 'Like us' on Facebook

OVERVIEW

REGULATORY FRAMEWORK

In 2011, Standards were introduced by the authority of the Minister for Tertiary Education, Skills, Jobs and Workplace Relations for NVR Registered Training Organisations under the *National Vocational Education & Training Regulator Act 2011*.

Australian Skills Quality Authority (ASQA)

ASQA is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and Registered Training Organisations (RTOs), according to the Standards for NVR Registered Training Organisations 2015 (the Standards), to ensure nationally approved quality standards for training are met. The Standards focus on quality of training and assessment services and continuous improvement.

The Standards form part of the VET Quality Framework. The VET Quality Framework is comprised of the Standards for NVR Registered Training Organisations, the Australian Qualifications Framework (AQF), the Fit and Proper Person Requirements, the Financial Viability Risk Assessment Requirements and the Data Provision Requirements.

Compliance with the standards is a condition for all NVR registered training organisations. ASEC will facilitate compliance with the standards regulated by ASQA. ASEC is committed to best practice and is continually seeking improvement in the development and delivery of training programs. Should you wish to review the Standards please refer to ASQA website www.asqa.gov.au.

A focus on outcome

The standards and their elements specify the key requirements to be met by each RTO. They do not specify processes to be achieved through the application of each standard. An RTO must be able to show, through systematic approaches to management and continuous improvement, that it is focused on improving its outcomes in relation to each Standard.

The NVR Standards quality indicators give an overall picture of how well an RTO is meeting client needs.

A systematic approach

A systematic approach to the management and delivery of services helps an RTO to meet registration requirement. Systematic approaches are planned, purposeful actions to improve services and resources for clients.

Processes that RTOs use to comply with the Standards for NVR RTOs differ considerably due to the diversity of RTOs in size and complexity.

Continuous improvement

Continuous improvement forms an integral component of the NVR standards. Its processes refer to the ongoing improvement of an RTO's performance and services so that the needs of its clients and industry will be met.

Planned ongoing processes to systematically review and improve policies, procedures, tools, products and services through the analysis of relevant information and data collection from clients and other interested parties, including staff forms the basis of an effective quality system that achieves continuous improvement. Data obtained through the quality indicators provides a key tool for continuous improvement.

Adaptation of a continuous improvement cycle assists in a more effective and sustainable business that meets the needs of clients and stakeholders. The cycle assists in adapting to a changing external environment (economic factors and skill requirements or needs, legislative changes). These processes are not prescribed, and RTOs have the flexibility to base these improvements on feedback from clients and stakeholders and their own business context.

Access and equity

The National Skills Framework has a strong focus on providing opportunities for everyone to access and participate in learning and achieve their learning outcomes. An RTO needs to ensure that its practices do not unreasonably prevent students/clients from accessing services.

Governance

ASEC manages its business including the management of its training programs in accordance with VET legislation and regulations. ASEC will comply with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to our scope of registration and business context.

ASEC will also inform staff and clients of the legislative and regulatory requirements that affect participation in vocational education and training and/or day to day business. ASEC recognises that compliance with legislative requirements underpins the effective implementation of day-to-day operations and ensures transparency and accountability of management and staff.

STUDENT OVERVIEW

The 'Student Journey'

ASEC has adopted a 'Code of Practice' based on the Standards regulated by ASQA which are recognised across Australia. We maintain policies and management practices, which provide for the highest educational and professional standards for the marketing and delivery of vocational education and training services, which safeguard the interests and welfare of students.

We maintain a learning environment, which is conducive to students getting the best outcome. ASEC provides heated/air-conditioned training facilities and supplies tea/coffee and biscuits. There is off street car parking and several cafes nearby. We use appropriate methods and materials and there are no hidden costs in the training. Course fees are available in the ASEC information pack or with the list of courses on the website.

Courses offered at ASEC

ASEC adheres to the AQF standards and all courses are developed in alignment to the qualifications set out in the training packages relevant to the scope of delivery.

Code	Title of qualification	Outcome
CPP20218	Certificate II in Security Operations	Qualification
CPP31318	Certificate III in Security Operations	Qualification
Code	Title of unit of competency	Outcome
HLTAID011	Provide First Aid	Statement of Attainment
HLTAID009	Provide Cardiopulmonary Resuscitation	Statement of Attainment
SITHFAB021	Provide Responsible Service of Alcohol	Statement of Attainment
CPCWHS1001	Prepare to Work Safely in the Construction Industry	Statement of Attainment

How is training delivered?

Training courses delivered with ASEC are delivered by face-to-face class room and self-paced training supported by the appropriate course resources and blended learning.

What are the prerequisites?

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

How do I enrol?

Enrolment is initiated by referring to the ASEC website www.asec.com.au or by you contacting ASEC. If undertaking Certificate II in Security Operations you will attend an interview which will include a Language, Literacy and Numeracy Assessment. Upon successful completion of that interview, you will be provided the necessary literature on the course(s) and any other relevant documentation. Information is on our website or come to the training rooms in Mitchell during business hours. –

Should you be undertaking First Aid, Responsible Service of Alcohol or Work Safely in the Construction Industry as a standalone course no interview is required. But you will need to collect pre-course workbooks which must be completed prior to attending the relevant course.

FEE STRUCTURE

Course fees

Each qualification, unit of competency or accredited course offered by ASEC has a specific course fee. The course fee is the maximum fee that may be charged to the student for their selected training program. Fees for each course are available on request.

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

Inclusions:

- All tuition
- Support and coaching
- All relevant course material
- Classroom and facilities

Where additional resources normally associated with a program of study are required (eg. reference material, research documents, own computer) the student will be advised of any additional requirements for that program.

Enrolment fee

Upon enrolment into Certificate II in Security Operations a non-refundable fee of \$100 is required. Upon completing successfully completing the interview process and Language, Literacy and Numeracy Assessment the balance of your fees minus the \$100 deposit is required. Your pre-course books are provided on payment of your fees.

Should you not successfully complete the interview process then the \$100 is not refundable.

First Aid, Responsible Service of Alcohol and Work Safely in the Construction Industry attract the course fee only.

Re-submit fee

No re-submit fee applies.

Re-assessment fee

No re-assessment fee applies.

Fee to produce a partial completion statement of attainment

No fee applies to produce a statement of attainment when the student has partially completed and then withdrawn from the training program.

Re-print certification

Where the student requests a new copy of their certification, a \$50.00 reprint fee will apply.

RECEIVING PAYMENTS

Methods of payment

Students may make payments to ASEC by any of the following means:

- Cash
- EFTPOS (credit or debit card – not including Diners or Amex)
- Credit/debit card over the phone
- Direct deposit/bank transfer

GST

All Nationally Recognised Qualifications, Accredited Courses and Units of Competency delivered by ASEC are GST-free in accordance with the Australian Taxation Office GST rulings.

Protecting fees paid in advance

When ASEC collects student fees in advance, it will comply with Schedule 6 of the Standards for RTOs 2015. No more than \$1,500 will be collected from an individual student prior to the commencement of the training. At the commencement of training any additional payments will be collected from the student. Tuition fees of less than \$1,500 per student do not require a fee protection process.

Refunds

ASEC 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. All refund requests must be submitted via email to info@asec.com.au. All course withdrawals attract a \$100 administration fee plus:

- 14 days or more prior to the commencement of the course – 100% refund less \$100 administration fee
- Between 13 days and 7 days prior to the course - 75% refund
- Between 6 days and the commencement of the course – 50% refund
- Withdrawal and /or non-attendance (without notification) during the course – no refund. A pro-rata credit is available so the student can complete the course at a later date
- If you don't advise ASEC that you will not be attending the course your fees, in full, will be forfeited.

Complying with Legislation

Staff at ASEC will be kept up to date with changes to legislation through management and staff meetings, as appropriate. Policies and procedures and tools/templates will be updated to reflect the updates to legislation as soon as practical. Current legislation can be viewed at www.austlii.edu.au.

Examples of legislation that is relevant to the training business and staff include but is not limited to:

Commonwealth Legislation

- Copyright Act 1968
- Privacy Act 1988 / Privacy Amendment (Private Sector) Act 2000
- National Vocational Education and Training Regulator Act 2011
- Racial Discrimination Act 1975
- Age Discrimination Act 2004
- Disability Discrimination Act 1992

ACT Legislation:

- Disability Services Act 1991
- Workplace Health and Safety Act 2011
- Liquor ACT 2010
- Security Industry Act 2003
- Firearms Act 1996

CONTRACTUAL INFORMATION & RIGHTS & GUARANTEE

Contractual agreement

Students who enrol in a training program with ASEC 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, ASEC 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 understand what they are 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.

Consumer Rights

Consumer protection

Australian Consumer Law is national law concerning consumer protection and fair trading. The information can be accessed through the following website www.treasury.gov.au/Policy-Topics/Consumer and www.consumerlaw.gov.au.

Australian Competition and Consumer Commission (ACCC)

ACCC is an independent Australian Government statutory authority. Its primary responsibility is to ensure that individuals and businesses comply with the Commonwealth competition, fair trading and consumer protection laws. The information can be accessed through www.accc.gov.au.

Training guarantee

It is the intention of the CEO of ASEC that all students will receive the full training services paid for at all times, including but not limited to training and assessment, assessment only, recognition of prior learning or short courses.

The corporate structure, governance and financial management systems and processes guarantee the training for students enrolled with ASEC. The continuous improvement and quality management practices employed by ASEC's CEO and staff are designed to pro-actively identify any anomaly that might cause a business interruption or training failure and address this situation before any students are affected.

Training continuity and completion is also guaranteed by policies, procedures and tools developed by ASEC.

In the extremely unlikely event of a business interruption or training failure, students' training is guaranteed by the financial management policy and procedure of ASEC.

Sufficient funds are always available for refund. This policy means that in the unlikely event of business interruption or training failure, ASEC can issue a Statement of Attainment for training completed and refund the appropriate funds.

TRAINING SERVICES AND FEEDBACK

As an established, well respected training organisation with extensive industry experience, ASEC services a range of clients. ASEC adheres to the standards to continue to deliver training services of a high quality to our clients.

At ASEC we recognise the importance and benefit of industry experience and suitable training qualifications. ASEC contracts trainers that have the mandatory qualifications and demonstrated industry/life experience. Trainers are equipped with the skills to ensure their teaching methods are suitable for all participants utilising simple language where appropriate to communicate information effectively.

The CEO and staff at ASEC recognise that opportunities for improvement arise in every aspect of business and have developed a culture where feedback is highly regarded and utilised to continually improve operations and services. Feedback forms are provided to all students at the end of each course as a way of obtaining valuable information to assist in the monitoring and developing of business practices, quality of training and assessment. Additional feedback in other forms is always welcomed and should be given to the Business Manager.

As a student and/or employer your feedback is critical to our continuous improvement policy, practice. Along with formal feedback mentioned earlier, students are encouraged to provide feedback throughout their enrolment.

COMPLAINTS AND APPEALS

ASEC 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. This process is 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.

Complaint policy and procedure

A complaint procedure is available to all persons wishing to make a complaint, appeal or any other manner of objection in relation to the conduct of ASEC. The complaints procedure will address both formal and informal complaints. All formal complaints must be submitted in writing to ASEC management and will be heard and addressed within fifteen (15) working days of receipt.

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

It is the responsibility of ASEC 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 complaint's 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
Melbourne VIC 3001

Or on their website at <https://www.asqa.gov.au/complaints>

Appeals

The ASEC 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. The trainer/assessor should document this discussion and decision, signed by the trainer and 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 ASEC for referral to the management team and submitted within seven (7) days of notification of the outcome of the trainer or assessor's 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 ASEC 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 the address above in the Complaints section.

Complaints / Appeals Procedure

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

Informal complaint / appeal:

- An initial complaint or appeal will involve the student communicating directly with ASEC verbally or by other appropriate means. ASEC 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 ASEC'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 ASEC management
- On receipt of a formal complaint, the Managing Director 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 complaint or appeal.
- Members of the committee should include:
 - ✓ A representative of ASEC management
 - ✓ ASEC staff member / trainer
 - ✓ A person independent of ASEC
- 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 ASEC monthly management meetings. Continuous improvement procedures may be actioned when the complaint /appeal procedure results in identification of factors appropriate for improvement to internal operations. When the factor of the complaint identifies a problem with ASEC policies and/or procedures, the continuous improvement procedure will make the appropriate changes to prevent reoccurrence of the issue.

Work, Health and Safety Policy

The *Work Health and Safety Act 2011* outlines the requirements of an RTO in establishing workplace health and safety standards. The requirements of an RTO as specified in the abovementioned 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 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 of students

ASEC is committed to procedures, policies, guidelines and work instructions, practicing an ongoing commitment to work health and safety. ASEC staff must adhere to always ensuring a high standard of workplace health and safety and students must be aware of the safety requirements during their course of study.

This section provides an overview of ASEC's safety system and guidance for meeting the requirements of work health and safety on ASECs premises, ensuring a high standard of work health and safety.

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

- A safe workplace, with a safe system of work
- Workplace health and safety information provided for students, employees, management and stakeholders
- Properly maintained training rooms, offices and equipment

ASEC achieves a safe working and learning environment through the following procedures and standards:

- Maintenance of a safe, clean and efficient working and learning environment
- Evacuation plan (fire, major incident)
- Accident/ Incident reporting
- Risk identification reporting
- Manual handling techniques and training
- Equipment checks and maintenance
- Equipment safe storage
- Fire hazards identification and fire prevention
- Unsafe situations, hazards identified and reported to management
- First aid safety and procedures displayed for all staff and students

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 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, threatening, discrimination or otherwise contributing to an unpleasant workplace or experience for the persons.

If 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 ASEC staff member should be informed of the situation. In this case it becomes the responsibility of the relevant staff to follow ASEC policy and procedures to rectify the situation.

All students and staff working with ASEC 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 ASEC policy and procedures.

ASEC ensures that all staff are adequately trained in dealing with harassment and discrimination to fulfil their roles and responsibilities in creating and contributing to a harassment and discrimination free workplace. In addition to relevant training, ASEC 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.

ASEC 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 ASEC.

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 students 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 ASEC
- When ASEC 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 ASEC management that a process of discussion, co-operation 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 ASEC 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.

PRIVACY

ASEC considers student privacy to be very important and maintains a high standard regarding maintaining students' privacy in all aspects of business operations. ASEC will comply with all legislative requirements including the Privacy Act and National Privacy Principles (2001).

Upon enrolment each student is given a privacy consent form to read and sign, stating that they give permission for ASEC to provide basic personal details to prospective employers. These details usually include the name, telephone number and suburb of residence and would be provided once the qualification has been achieved. This service is provided for the purposes of improving employment opportunities and should not be used in other circumstances without consent.

In some circumstances ASEC will be required by law or in adherence with the VET standards to make students details available to other parties for reporting /audit purposes. In all other circumstances ASEC will ensure that written consent from the student is obtained before releasing any details.

Privacy principles

Collection

ASEC 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

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

Data quality

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

Data security

ASEC 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

ASEC will maintain documentation which details how students' personal information is collected, managed and used. When a student makes an enquiry in relation to information collected, ASEC 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

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

Unique identifiers

ASEC 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 for which they were issued.

Anonymity

ASEC 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

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

Sensitive information

ASEC 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.

APPRENTICESHIPS AND TRAINEESHIPS

Following approval, ASEC may deliver traineeships under the Federal Government's new traineeships and new apprenticeships scheme. ASEC recognises that apprenticeships and traineeships are a great pathway for training and developing new and existing staff. Because some of the training can be conducted 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.

ASEC delivers approved traineeships training in line with the requirements specified by the ACT Department of Education and Training. The requirements are available online: www.det.act.gov.au

Government partially/fully funded training

Following approval, ASEC may take part in a number of Federal and State funded initiatives. Approval would allow opportunities for targeted client groups to undertake training for a reduced cost and partially funded by the government or fully funded by the government. ASEC staff will advise students, appropriate industry/stakeholders of these opportunities as they arise. ASEC may advertise these opportunities pending stipulated guidelines.

The opportunity of funded programs will be researched and if appropriate applied for by ASEC management.

WORKING WITH PERSONS UNDER 18 YEARS OLD

ASEC does not normally deliver training to students under 18 years of age, although students under 18 years may enrol. A child is considered any individual under 18 years of age.

If a student under the age of 18 years enrolls - ASEC 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 ASEC 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, ASEC must report the matter to the relevant authority.

If allegations may constitute child abuse by a person external to ASEC, the CEO must report the matter to the relevant authority.

Student information policy

Student details will be entered into the student data management system (SDMS). This will initiate the commencement of the student file and will become part of the student's records and retained by ASEC. Management of the file will be in accordance with the training records policy.

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

Candidate training records policy

ASEC 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.

Student files will be kept in a locked secure office area. Data security is ensured by maintaining up to date virus, firewall and spy ware protection software.

In addition, these records management procedures will ensure that all documentation providing evidence of compliance to the essential standards of registration is accurately maintained.

Data is collected and stored in accordance with the processes outlined in this document and an ASEC record management procedure which ensures timely and accurate records inform the continuous improvement processes of ASEC.

Record-keeping procedures

ASEC will retain client results as required by the relevant regulatory bodies. Enrolment materials and training and assessment materials will be provided in electronic format wherever possible. Material provided in paper form will be scanned and stored electronically, wherever possible.

Records include:

- Student enrolments
- Staff profiles detailing qualifications and industry experience
- Fees paid and refunds given
- All documentation necessary to develop, implement and maintain ASEC quality system

Documents which should be stored at a secure, central location, accessible to ASEC management include:

- Complaints register
- Register of qualifications issued
- Register of documents
- Documents pertaining to students currently enrolled are stored in secure, individual student files which are managed by ASEC. These include:
 - Records of assessment results
 - Records of qualifications obtained
 - Copies of certificates and statements of attainment
 - Records of enrolments and fees

Ceasing operation

If ASEC 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.

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

Access to student records

Access to individual student training records will be limited to those required by the NVR, 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
- Or those required by law (eg subpoena, search, warrants, social services benefits)
- Or candidates authorising release of specific information to third parties in writing
- The candidates themselves, after making application in writing

Certificates

Upon completion of training, students will be issued with a Qualification or Statement of Attainment listing competencies achieved. ASEC will generally email certificates to students but will happily print hard copies as requested.

RECOGNITION OF QUALIFICATIONS POLICY

ASEC 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, ASEC will seek verification from the relevant RTO before recognising the qualification or statement of attainment.

Procedure for recognition of qualifications

- Students enrolling with ASEC will be made aware of the recognition of qualifications policy by ASEC 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
- ASEC trainers will remind candidates of the policy progressively throughout the duration of the 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 ASEC for verification
- ASEC 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 and sighted as "a copy of the original"

- Once verification of the qualification or statement of attainment has been established, ASEC 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 recognised
- ASEC staff will update the student's records accordingly.

ACCESS AND EQUITY POLICY

ASEC is committed to practicing fairness and equal opportunity for all current and potential students to access and participate in learning, and to achieve their learning outcomes regardless of sex, race, impairment or any other perceived difference in class or category.

Access and equity procedure

ASEC ensures that its practices are as inclusive as possible and do not unreasonably prevent any clients from accessing its services. ASEC will address access and equity matters as a nominated part of operational duties.

ASEC has developed this student handbook and business policies and procedures to guide and inform all staff and students in their obligations regarding access and equity. Upon induction into ASEC, staff are advised about the policies which they must adhere to throughout day-to-day operations as an ASEC staff member, this extends to contractual trainers. Students are informed of the access and equity policy for ASEC via this student handbook and informed of their rights to receive access and equity support and to request further information.

Access and equity policies are in place to ensure that training opportunities are offered to all people on an equal and fair basis. If any student or staff member has issues or questions regarding access and equity, or believes they have been treated unfairly, they will be directed to ASEC management for consultation.

Client selection

Enrolment and admission into some ASEC training programs is subject to meeting certain pre-requisite conditions. Specific details of the pre-requisites pertaining to these training programs are contained in individual course documentation and made available prior to enrolment. In the case that a student does not meet the pre-requisite conditions, ASEC will endeavour to assist them understand options in relation to meeting the standards. Any questions regarding this can be addressed to ASEC trainers or management.

ENROLMENT

The enrolment procedure commences when a student contacts ASEC expressing interest in a training program. ASEC will then provide a pre-course information pack to the student. Information includes the time, cost, 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. All of this information is also available at www.asec.com.au.

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. Any relevant assessments or interviews will be conducted.

LANGUAGE, LITERACY AND NUMERACY (LLN) ASSISTANCE

ASEC recognises that not all students will have the same level of ability in relation to reading, writing and performing calculations. A Language, Literacy and Numeracy (LLN) assessment will be conducted prior to commencement of the course. 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. All students must pass the LLN to proceed onto the courses.

ASEC will endeavour to provide assistance to students having difficulty with language, literacy or numeracy during the security course after successfully completing the LLN. If a student's needs exceed the ability of ASEC 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, WELFARE AND GUIDANCE

ASEC will assist all students in their efforts to complete training programs by all methods available and reasonable.

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

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

If a student's needs exceed the capacity of the support services ASEC can offer, they will be referred to an appropriate external agency.

Extensive information regarding support agencies, resources and services may be sourced online. ASEC staff members can assist students to source appropriate support.

FLEXIBLE DELIVERY AND ASSESSMENT PROCEDURES

ASEC 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 ASEC respect these differences among students and will endeavour to make any reasonable 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 reasonable 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.

ASEC 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 ASEC 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.

EXPECTATIONS OF STUDENTS

ASEC makes every effort to practice co-operation 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

ASEC management encourages any trainer or staff member who is dissatisfied with the behaviour or performance of a student to:

- Warn the student that their behaviour is unsuitable
- 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 ASEC complaint procedure.

ASEC 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 ASEC, and appropriate action will be taken.

ASSESSMENT POLICY

In developing assessment (including RPL) for each qualification and unit of competency, the RTO Managing Director will ensure:

- Compliance with assessment guidelines from relevant training package, qualification and unit of competency of accredited course
- Assessment leads to qualification or statement of attainment under Australian Qualifications Framework (AQF)

- Assessment complies with the principles of competency-based assessment and informs the students 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 relevant to the standard expected in the workplace
- Timely and appropriate feedback provided to students
- Assessment complies with the RTOS access and equity policy
- All candidates have access to reassessment on appeal

RECOGNITION OF PRIOR LEARNING POLICY

Recognition or Prior Learning (RPL) process will be offered to and explained to all relevant students. All students have access to the ASEC RPL policy.

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.

ASEC 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.

ASEC'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 ASEC'S RPL policy which is contained in the ASEC'S Policy and Procedures manual, available on request.

Students who believe they have already obtained relevant 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. Upon completion of the application for recognition of prior learning, the provision of relevant documentation ie previous qualifications, employment history and references, amongst others, the student's skills and knowledge will be assessed and validated through formal discussions and written assessment completion, and where appropriate, units of competency acknowledged, and face-to-face training reduced. Relevant fees will be applied to the RPL process.

As part of ASEC'S 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 in some circumstances. 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 application form
- Provide the student with information about the types of evidence that can be used to support an RPL application
- Assess the students' information and notify students of the outcome of the RPL.

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 the 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.

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 ASEC. 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 ASEC.

TRAINING AND ASSESSMENT

ASEC is committed to delivering high quality training and assessment services that exceed the expectations of their students. To ensure this, ASEC 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, ASEC 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 ASEC 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

ASEC 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
- Sufficient

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 is essential to performance

- Judgement of competence must be based on sufficient evidence (that is, evidence gathered on several 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 in consistent 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.

Sufficiency

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.

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

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.

Plagiarism

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 sanctions like expulsion. It is quite reasonable to research material while undertaking assessment. All sources, however, must be clearly referenced. ASEC takes a very strict approach to plagiarism and proven incidents will not be tolerated.

Connecting Training and Assessment with the Workplace

To maximise the outcomes for students, ASEC 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 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 ASEC.

ASEC 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.

Unique Student Identifier

A Unique Student Identifier (USI) system used in Australia. As an RTO ASEC must comply with the directions and guidelines of the USI system. The purpose of the USI is to provide an online training record of your nationally recognised training. All students undertaking course with ASEC are required to provide an USI. It is easy and simple to apply for USI with the appropriate identification. This can be done at www.usi.gov.au.

The USI is a reference number made up of ten numbers and letters. It's free, easy to create and stays with you for life.

You'll need a USI if you are a:

- new or continuing student undertaking [nationally recognised training](#)
- higher education student in a Commonwealth supported place or graduating in 2023 and beyond.

More information is available from: www.usi.gov.au

CLIENT SERVICES

ASEC is committed to delivering high quality services that support students throughout their training and assessment. This commitment maintains a client focused operation that produces the best possible outcome for students. Students who undertake training with ASEC receive every opportunity to successfully complete their chosen training program.

ASEC 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

Client Service Focus

ASEC will 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, ASEC 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 everyone's 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.