



ACFEC

Australian Centre for Financial
and Environmental Compliance

LEARNER HANDBOOK

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INTRODUCTION

Welcome to the Australian Centre for Financial and Environmental Compliance (ACFEC).

This Learner Handbook has been prepared for learners enrolled in training courses with ACFEC. It provides essential information regarding your rights and obligations as an enrolled learner.

ACFEC is a Registered Training Organisation. The *Standards for Registered Training Organisations (RTOs) 2015* require ACFEC to provide information to staff and clients about the legislation that affects their activities and participation.

ACFEC works within legislation enacted to ensure that the rights of trainers and learners relating to, *inter alia*, equal opportunity, privacy and operating within a workplace free from discrimination are met.

The list below is not exhaustive and the relevant legislation will be the equivalent statute applied in the Commonwealth, State or Territory at that time.

- National Vocational Education and Training Regulator Act 2011 and Regulations
(http://www.comlaw.gov.au/Details/C2011A00012/Html/Text#_Toc289074702)
(<https://www.legislation.gov.au/Details/F2011L01104>)
- Sex Discrimination Act 1984 (Cth)
(<https://www.legislation.gov.au/Details/C2016C00098>)
- Disability Discrimination Act 1992 (Cth)
(<https://www.legislation.gov.au/Details/C2015C00252>)
- Racial Discrimination Act 1975 (Cth)
(<http://www.comlaw.gov.au/Details/C2014C00014>)
- Discrimination Act 1991 (ACT)
(<http://www.legislation.act.gov.au/a/1991-81/default.asp>)
- Privacy Act 1988 (Cth)
(<https://www.legislation.gov.au/Details/C2015C00598>)
- Health Records (Privacy and Access) Act 1997 (ACT)
(<http://www.legislation.act.gov.au/a/1997-125/default.asp>)
- Work Health and Safety Act and Regulations (Cth) as well as WHS/OHS legislation relevant to the jurisdiction where the training is being conducted
(<https://www.legislation.gov.au/Details/C2015C00472>)

ACFEC encourages all learners to be familiar with the relevant legislation and how it impacts on their workplace.

ACFEC delivers training to self-funded learners, employees of Australian government organisations and trainees under the Australian Apprenticeship Scheme. Where corporate training is provided, ACFEC has entered into an agreement delivering nationally recognised training to those officers selected by their employer to attend the training.

In summary, self-funded learners and both the employer and the learner:

- Enter into the training arrangement with a commitment to mutual respect, honesty and fairness; and
- Agree to determine the qualification or unit/s of competencies that the new learner is working to attain.

The learner will be aware of and make a commitment to fulfil training responsibilities. This involves:

- Making all reasonable efforts to achieve the competencies specified in the training plan and undertaking any training and assessment required; and
- Attending training sessions or supervised workplace activities and taking advantage of learning opportunities.

ACFEC is committed to ensuring all participants receive the full training services paid for at all times.

STANDARDS FOR REGISTERED TRAINING ORGANISATIONS (RTOs) 2015

ACFEC is required to meet the following standards when delivering training:

- STANDARD ONE:** The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.
- STANDARD TWO:** The operations of the RTO are quality assured.
- STANDARD THREE:** The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.
- STANDARD FOUR:** Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.
- STANDARD FIVE:** Each learner is properly informed and protected.
- STANDARD SIX:** Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.
- STANDARD SEVEN:** The RTO has effective governance and administration arrangements in place.
- STANDARD EIGHT:** The RTO cooperates with the VET Regulator and is legally compliant at all times.

ACCESS AND EQUITY

ACFEC is committed to ensuring that our training courses are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Access and Equity principles include:

- Equity for all people through the fair and appropriate allocation of resources;
- Equality of opportunity for all people without discrimination;
- Access for all people to appropriate quality training and assessment services;
- Increased opportunity for people to participate in training.

Disadvantaged groups include the following groups who traditionally have been under-represented in Vocational Education and Training (VET):

- People with a disability;
- Aboriginals and Torres Strait Islanders;
- Women;
- People from non-English speaking backgrounds;
- People in rural and remote areas;
- Long term unemployed.

ASSESSMENT

ACFEC will implement and maintain a fair and equitable learner assessment process that is compliant with the *Standards for Registered Training Organisations (RTOs) 2015* and the endorsed industry Training Package/s.

This process will include:

- Ensuring that the training and assessment strategies and practices are consistent with the requirements of training packages and VET accredited courses;
- Ensuring that the training and assessment strategies and practices enables learners to meet the requirements for each unit of competency in which they are enrolled;
- Ensuring the trainers and assessors as well as educational and support services are able to meet learner needs;

- Using trainers with vocational competencies, relevant qualifications and current industry skills and knowledge;
- Ensuring learners are provided with sufficient learning resources and facilities to assist them meet the requirements of the units of competency;
- Ensuring that a risk based approach is considered in the design of assessment tasks;
- Determining the “amount of learning” required based on skills and experience of the learners as well as the mode of delivery and whether the full qualification is being delivered;
- Undertaking systematic validation processes of all assessment tools, practices and judgements for each product on the scope of registration;
- Undertaking regular consultation with industry to ensure that the assessment practices are relevant to industry needs and informed by industry engagement;
- Recognising the AQF and VET qualifications and VET Statements of Attainment issued by any other RTO, through mutual recognition;
- Collecting evidence of assessment that is valid, current, sufficient and authentic and consistent with the Principles of Assessment of fairness, flexibility, validity and reliability;
- Including information on the assessment process in Learner and Trainer/Assessor Folders;
- Maintaining confidentiality regarding assessment results;
- Advising learners of their rights before and after the commencement of assessment tasks including the right to appeal the result under ACFEC’s Complaints and Appeals policy;
- Recording assessments and all AQF and VET qualifications and VET Statements of Attainment issued in the Student Record Database.

For corporate training the assessment tools are prepared in consultation with your employer to reflect your powers, functions and duties. The precedent forms and templates used in the role plays and scenarios have been approved by your training manager and validated by ACFEC in subject matter panel meetings.

The assessment process used by ACFEC adopts both a holistic approach to assessment as well as individual assessment tasks relevant to an individual unit of competency. This means that certain assessment tasks will relate to several units of competency. ACFEC uses a range of assessment methodology which includes the use of underpinning responses, completion of assessment items specifically used in regulatory and investigation processes, participation in a contextualised scenario where learners practically demonstrate their skills, oral presentations, case studies and problem solving tasks.

In order to be eligible to be deemed competent against a unit of competency or to achieve the competency of a vocational qualification the learner must complete and submit all assessment tasks as detailed for the training course by the due date.

Learners must submit their own work which has not been plagiarised and this should include appropriate syntax, punctuation and spelling as well as referencing (where appropriate).

Assessments are to be submitted as directed by your trainer. Always keep a copy of any work that you submit. Remember that if your copy is stored electronically, making a backup copy is good practice. The inability to retrieve a file is both extremely frustrating and an unacceptable reason for being unable to submit work. It is your responsibility to resubmit any work if requested. ACFEC does not accept responsibility for work that cannot be located.

If you are having difficulties with an assessment, speak to the trainer before the due date. One day prior to the due date will not necessarily allow sufficient time to speak with the trainer and do the work required to enable successful completion

Where learners are unable to submit an assessment within the due date a request for extension can be submitted to the Training Manager. This request should be in writing and state the circumstances as to why the request has been made and appropriate support documentation provided. ACFEC will respond to this request within 7 working days.

AWARDS

ACFEC will only issue Qualifications and Statements of Attainment for the Qualifications listed on its Scope of Registration.

All enrolled learners that meet the qualification/competency unit requirements shall be eligible to apply for the appropriate award. The award will be issued by ACFEC within 30 days of completion of the qualification or statement of attainment.

The certificates and statements of attainment issued will comply with the format requirements of the Standards for Registered Training Organisations.

ACFEC will record the relevant information as per the *Standards for Registered Training Organisations (RTOs) 2015*.

ACFEC meets the requirements of the Student Identifier Scheme in its enrolment and award process.

CODE OF CONDUCT FOR LEARNERS

All learners are expected to behave in a considerate and courteous manner when attending ACFEC training courses and using ACFEC training venues. Learners must:

- not interfere directly or indirectly with the learning of others or hinder staff from carrying out their duties;
- not commit an act of academic misconduct;
- not assault a person on the premises of ACFEC or at the external training venue;
- not unlawfully remove, damage or uses any property of another person or ACFEC;
- not obstruct staff of ACFEC in the performance of their duties;
- not obstruct the teaching / training of a group or an assessment activity;
- not cheat or plagiarise when completing assessment tasks;
- not commit or engage in any dishonest or unfair act in relation to an assessment activity;
- not wilfully disobey or disregard any lawful order or direction given by a ACFEC member of staff;
- not enter part of ACFEC's premises when directed not to do so by a ACFEC member of staff;
- not fail to leave part of ACFEC's premises when directed to do so by a ACFEC member of staff;
- not fail to return ACFEC's property or pay replacement costs when instructed to do so;
- not fail to pay financial commitments to the ACFEC;
- not enter part of ACFEC's premises whilst under the influence of alcohol or a drug;
- not engage in any unlawful activity on ACFEC's premises such as using, possessing or supplying any prohibited drug, substance or weapon;
- not discriminate against a person on the grounds of the person's age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability or religion;
- not incite hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of the person's age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability or religion of the person or members of the group.

CHEATING AND PLAGIARISM (ACADEMIC MISCONDUCT)

ACFEC does not tolerate cheating or plagiarism, and a penalty may be imposed where either occurs.

Cheating is completing assessments in any way which is dishonest so as to submit the work as your own when you have not prepared and/or completed it. Plagiarism is using another person's work without their permission or by acknowledging the source.

Cheating and plagiarism includes but is not limited to:

- submitting an assessment as your own when you have not prepared/completed it;
- allowing another learner to submit their assessment using your work;
- not referencing the source of information contained in an assessment task and purporting that it is your own work.

Cheating and plagiarism does not include:

- clarifying assessment tasks with your trainer and other students;
- discussing generally how assessment tasks are to be completed with other students;
- completing assessments with the help of your trainer;
- having other persons review your work to ensure it completes the required tasks, its readability and spelling, grammar and syntax;
- using other people's ideas where they are acknowledged in the appropriate way by referencing.

The penalties for academic misconduct include:

- assigning Not Satisfactorily Completed to an assessment task;
- awarding of Not Yet Competent for a unit of competency;
- suspension from the course; and/or
- cancellation of enrolment.

COMPLAINTS AND APPEALS

ACFEC believes that a learner who has a complaint has the right to raise the complaint and expect that every effort will be made to resolve it in accordance with this policy, without prejudice or fear of reprisal or victimisation. An appeal of the decision may also be brought by the complainant.

ACFEC will manage all complaints and appeals as fairly, equitably and efficiently as possible. It will encourage the parties to approach the complaint and appeal with an open mind ready to resolve problems through discussion and conciliation. Where a complaint and appeal cannot be resolved through discussion and conciliation ACFEC acknowledges the need for an appropriate external and independent person to mediate between the parties.

In considering complaints and appeals, ACFEC will identify potential causes of complaints and appeals.

ACFEC will also take appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence where a complaint or appeal has been made.

Confidentiality will be maintained throughout and after the process of making and resolving complaints, subject to legislative requirements. ACFEC seeks to protect the rights and privacy of all involved and to facilitate the return to a comfortable and productive work environment.

The rules of natural justice and procedural fairness will be complied with by ACFEC at all stages of this process.

Complaints and Appeals Procedure:

Should a student have a complaint, the following steps are to be followed:

1. The student should put the following information relating to the complaint in writing:
 - description of the complaints/complaint (including review of assessment decisions)
 - steps they have taken to deal with it
 - what they would like to happen to fix the problem and prevent it from happening again.
2. The student is then to bring the complaint to the attention of the department training contact.
3. If the complaint is not dealt with to the student's satisfaction, s/he may bring an appeal through notification of the CEO. The CEO will either deal with the issue personally or arrange for it to be dealt with by a representative of the agency employing the complainant or an appointed third party. A complaint must be brought within 28 days and an appeal of a decision within 28 days.

4. Should the issue still not be resolved to the student's satisfaction, the Australian Centre for Financial and Environmental Compliance's Training Manager, if not involved in the three steps above, will endeavour to settle the problem.
5. If the complaint is still not dealt with to the student's satisfaction, the Australian Centre for Financial and Environmental Compliance's Training Manager will make arrangements for an independent external third party to resolve the issue.
6. If the Australian Centre for Financial and Environmental Compliance considers more than 60 calendar days are required to process and finalise the complaint or appeal, the Australian Centre for Financial and Environmental Compliance informs the complainant or appellant in writing, including reasons why more than 60 calendar days are required and regularly updates the complainant or appellant on the progress of the matter.
7. All parties involved will receive a written statement of the outcomes, including reasons for the decision.
8. All documentation relating to complaints and appeals should be archived for audit purposes.
9. The Australian Centre for Financial and Environmental Compliance identifies potential causes of complaints and appeals and takes appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.

CREDIT TRANSFER

Credit transfer is the recognition of learning achieved through a formal education and training. ACFEC recognises AQF qualification and statements of attainment issued by other RTO's.

If learners have previously completed any units of competency which are part of the anticipated training this should be discussed at the time of enrolment or during the course with ACFEC staff. It will be necessary to provide a certified copy of the qualification or statement of attainment. ACFEC staff will determine how this relates to the proposed learner's assessment strategy for the training and advise the learner as soon as practicable.

DISCIPLINE POLICY

ACFEC is committed to the principle of ensuring that every learner has the right to participate in training courses, free of inappropriate behaviour that may impair the learning processes, or the well-being of individuals.

All staff and learners have an interest and a responsibility to prevent minor behavioural problems from becoming larger ones. Attempts are to be made to solve behavioural problems of learners through discussion and mediation before the provision of more formal procedures are invoked.

ACFEC's Training Manager may apply any of the following penalties where s/he is satisfied a breach of discipline against the Code of Conduct has been committed and the penalty matches the seriousness of the breach:

- A verbal or written reprimand;
- A requirement to attend counselling at a specified time and place;
- Payment of compensation by the learner for damages or loss of resources;
- Restitution of property removed or damaged;
- Use of specified equipment only in accordance with certain conditions (for a set period);
- Exclusion from ACFEC training courses for up to 30 days or 80 hours of actual tuition time, whichever is the greater;
- Issue of testamur delayed until the learner has complied with the order;
- Non completion of the course and the issue of a testamur to reflect only any assessments assessed as competent as at this point.

In assessing any allegation of a breach of discipline the Training Manager will ensure that the rules of natural justice and procedural fairness are complied with.

The learner may appeal the penalty under ACFEC's Complaints and Appeals policy.

ACFEC reserves the right to notify any corporate client of any allegation of misconduct made against a learner that has occurred whilst attending training conducted on behalf of that client agency, where they are funding in any capacity the training being provided, subject to legislative requirements and constraints.

DRESS CODE

ACFEC requires learners to dress in a manner which is neat and does not offend others and meets WHS and OHS requirements.

EMERGENCIES

In case of fire and emergency, please familiarise yourself with the designated training locations meeting places and exits.

The training locations used conduct regular fire drills and ACFEC appreciates your cooperation and participation in this.

ENROLMENT PROCEDURES

Prior to the commencement of a course or at the commencement of the course learners will be requested to complete a learner enrolment form. The enrolment form is prescribed and must be fully completed.

This form is to be handed to an ACFEC staff member once it is completed or scanned and sent via email to enrolment@acfec.edu.au. It is necessary that learners apply for or provide, as part of the enrolment process, their Unique Student Identifier (USI). A USI is a unique number assigned to each learner who completes an accredited VET course which allows the learner online access to their training records and results (transcript) through their online USI account.

This USI can be created by the learner by accessing the website <http://www.usi.gov.au/create-your-USI/Pages/default.aspx>. Alternatively, it can be created by ACFEC on your behalf after you have completed the enrolment form and provided the additional personal information required. Once your USI has been created, it will be sent to you automatically via email.

This USI will stay with the learner for life and be recorded with any nationally recognised VET course that is undertaken from the 1 January 2015. It will not, however, record qualifications and statements of attainment completed prior to the 1 January 2015.

FEES AND REFUNDS

ACFEC will invoice clients at the conclusion of the training. Since upfront fees will not be collected, a refund policy is not necessary.

HARASSMENT AND DISCRIMINATION

Under Australian law every workplace is required to ensure it provides an environment free from all forms of harassment and discrimination, including victimisation and bullying. This enables all trainers and learners to be treated fairly and to have the opportunity to feel safe, valued and respected.

Harassment includes any form of behaviour that is unwanted, unwelcome or unreciprocated. This may take the form of verbal or physical harassment but also includes any acts that may be perceived as humiliating, offensive, intimidating, threatening, discriminatory or otherwise contributing to an unpleasant workplace or experience for the learner or trainer.

Sexual harassment is defined in the legislation to be when a person:

- makes an unwelcome sexual advance or an unwelcome request for sexual favours; or
- Engages in unwelcome conduct of a sexual nature, and a reasonable person would have anticipated that the person harassed would be offended, humiliated or intimidated.

Discrimination can be direct, indirect or systemic.

Direct discrimination

- Direct discrimination is any action which specifically excludes a person or group of people from a benefit or opportunity, or significantly reduces their chances of obtaining it, because their status or personal characteristics, irrelevant to the situation (e.g. sex, ethnic origin) are applied as a barrier. Direct discrimination has as a focus on assumed differences between people.

Indirect discrimination

- Indirect discrimination is the outcome of rules, practices and decisions which treat people equally and therefore appear to be neutral; but which, in fact, perpetuate an initially unequal situation and therefore significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices and decisions are applied to all groups alike but it is the very assumption of a likeness that constitutes the discrimination.

Systemic discrimination

- A system of discrimination perpetuated by rules, practices and decisions which are realised in actions that are discriminatory and disadvantage a group of people because of their status or characteristics and serve to

advantage others of different status or characteristics. Direct and indirect discrimination contribute to systemic discrimination.

In the event that a person considers that he or she is being harassed or discriminated against, this person should be encouraged to inform the other party that their behaviour is unacceptable and should not be continued.

If the person is not comfortable confronting the offender, a trainer or other staff member of ACFEC should be informed of the situation. All staff members and learners have the right to discuss matters of harassment with the relevant staff member without making a formal complaint. All discussions are dealt with confidentially.

The relevant federal legislation includes:

- Sex Discrimination Act 1984 (Cth)
(<https://www.legislation.gov.au/Details/C2016C00098>)
- Disability Discrimination Act 1992 (Cth)
(<https://www.legislation.gov.au/Details/C2015C00252>)
- Racial Hatred Act 1995 (Cth)
(<https://www.legislation.gov.au/Details/C2004A04951>)
- Racial Discrimination Act 1975 (Cth)
(<https://www.legislation.gov.au/Details/C2016C00089>)

There is additional anti-discrimination legislation at the State and Territory level. For more information, please see:

<https://www.ag.gov.au/rightsandprotections/humanrights/pages/default.aspx>.

Important principles:

- It is the right of all staff and learners to work and study in an environment free from any form of harassment and discrimination.
- All reports of harassment and discrimination will be treated seriously, in an unbiased, respectful and sensitive matter.
- Any form of harassment and discrimination is considered unacceptable behaviour and will not be tolerated by ACFEC.
- In all dealing with all complaints, the rights of individuals involved should be maintained.
- Staff and learners are expected to participate in the complaint resolution process in conditions that the procedures are designed to ensure fair resolution.

Bullying

All learners, trainers and staff have a right to work in an environment free of bullying. ACFEC is committed to prevent instances of workplace bullying in any form.

Under the Fair Work Act 2009 (Cth) and Work/Occupational Health and Safety legislation, ACFEC has a duty to prevent and respond to bullying in the workplace. Workplace bullying constitutes a breach of the learner's obligations under the Work/Occupational Health and Safety Act and will not be tolerated. In severe instances the bullying may become a criminal matter.

The Work Health and Safety Codes of Practice for Preventing and Responding to Bullying are endorsed by all state and Commonwealth agencies. ACFEC adopts and applies the ACT Code of Practice for Preventing and Responding to Bullying.

A broad range of behaviours amount to bullying, and these behaviours can be direct or indirect. Examples of direct forms of bullying include:

- Verbal abuse;
- Putting someone down;
- Spreading rumours or innuendo about someone;
- Interfering with someone's personal property or work equipment.

These behaviours may occur during or outside the face to face component of a training course and may be by direct or indirect means such as constituting cyber bullying where electronic mediums are used.

ACFEC recognises that a single incident of unreasonable behaviour may have the potential to escalate into bullying and therefore should not be ignored. Single incidents can still create a risk to health and safety.

Examples of indirect bullying include:

- Unjustified criticism or complaints;
- Deliberately excluding someone from workplace activities;
- Deliberately denying access to information or other resource;
- Withholding information that is vital for effective work performance;
- Setting tasks that are unreasonably above or below a worker's ability;
- Deliberately changing work arrangements such as rosters and leave, to inconvenience a particular worker or workers;
- Setting timelines that are very difficult to achieve;
- Excessive scrutiny at work.

Learners who believe they are subjected to workplace bullying are encouraged to report such incidents and take responsibility for reaching an effective resolution. All complaints will be investigated promptly, treated seriously and confidentially, with the appropriate support and action taken to resolve the bullying behaviour. The victimisation of people making complaints of bullying will not be tolerated. This also applies to the person a complaint is made against and any witnesses.

Where a complaint of bullying is upheld, this will be considered misconduct and appropriate action will be taken against the offender commensurate with the seriousness of the matter. This may include disciplinary action in accordance with ACFEC's discipline policy as outlined below. The learner's right of appeal is also outlined in the section below on complaints and appeals.

Please see <http://www.legislation.act.gov.au/ni/2012-219/current/pdf/2012-219.pdf> for an outline of the ACT Code of Practice for Preventing and Responding to Bullying.

MOBILE PHONES

Mobile phones are to be switched off during training and assessment unless they are specifically required to undertake this activity or if alternate arrangements have been made with the trainer.

INFORMATION ABOUT ACFEC

ACFEC will ensure information about its services are transparent and accurate. This information will be accessible to prospective and current learners and is provided to enable clients and current learners to make informed decisions regarding their training and/or assessment needs.

The content of information provided will include the requirements outlined in the Standards for Registered Training Organisations (RTOs) 2015, Standard 4.

INFORMATION PROVIDED TO LEARNERS

Prior to enrolment, ACFEC will provide advice to prospective learners about the appropriate training products to meet the learner's needs, taking into account the individual's existing skills and competencies.

Prior to commencement of training and assessment, ACFEC will provide accurate and current information about:

- the training in which they are enrolled;
- the training and assessment strategy for the course;
- the educational and support services available to learners;

- the duration and location of the training;
- the modes of delivery;
- ACFEC's obligations to learner including quality of training and issuance of AQF certification documentation
- the rights of the learners which are reflected in the ACFEC's Complaints and Appeals Policy;
- the learner's obligations including any fees payable, attendance requirements and timeframes to complete the course.

This will enable the learner to make informed decisions about undertaking training. Any changes to these agreed services will be advised of as soon as practicable.

It is expected that learners will attend all days of face to face training subject to any alternative arrangements made between the learners and the trainers.

COMPLAINTS AND APPEALS POLICY

The Australian Centre for Financial and Environmental Compliance believes that a student who has a complaint has the right to raise the complaint and expect that every effort will be made to resolve it in accordance with this policy, without prejudice or fear of reprisal or victimisation. An appeal of the decision may also be brought by the complainant.

The Australian Centre for Financial and Environmental Compliance will manage all complaints and appeals as fairly, equitably and efficiently as possible. It will encourage the parties to approach the complaint and/ appeal with an open mind ready to resolve problems through discussion and conciliation. Where a complaint and appeal cannot be resolved through discussion and conciliation, the Australian Centre for Financial and Environmental Compliance acknowledges the need for an appropriate external and independent person to mediate between the parties.

Confidentiality should be maintained throughout the process of making and resolving complaints. The Australian Centre for Financial and Environmental Compliance seeks to protect the rights and privacy of all involved and to facilitate the return to a comfortable and productive work environment.

PRIVACY

ACFEC will follow the thirteen Australian Privacy Principles in the handling of personal information of learners and employees.

1. **Open and transparent management of personal information** – ACFEC will manage personal information in a transparent way and will implement and maintain policy which gives effect to the Australian Privacy Principles. ACFEC will document how it manages personal information and when asked by an individual, will explain the information it holds, for what purpose and how it collects, holds, uses and discloses the information.
2. **Anonymity and pseudonymity** – Commonwealth Government identifiers - Wherever possible, ACFEC will provide the opportunity for the individual to interact with them without identifying themselves.
3. **Collection of solicited personal information** – ACFEC will collect only the information necessary for one or more of its functions. The individual will be told the purposes for which the information is collected.
4. **Dealing with unsolicited personal information** – ACFEC will ensure that it complies with the requirements of this Principle where it receives unsolicited information and it would not have been able to solicit this information.
5. **Notification of the collection of personal information** – ACFEC will ensure that it complies with the notification requirements of this provision, where it receives information, a person may not have been aware it has received.
6. **Use of disclosure of personal information** – Personal information will not be used or disclosed for a secondary purpose unless the individual has consented or a prescribed exception applies.
7. **Direct marketing** – ACFEC will not use or disclose information it obtains by direct marketing unless permitted by this privacy principle.
8. **Cross border disclosure of personal information** – ACFEC will ensure, in accordance with legislative obligations that privacy protection applies to the transfer of personal information out of Australia.
9. **Adoption use or disclosure of government related identifiers** – ACFEC will only use government related identifiers (e.g. Medicare number or tax file number) for the purposes for which they were issued.
10. **Quality of personal information** – ACFEC will take all reasonable steps to make sure that the personal information it collects, uses or discloses is accurate, complete and up to date.
11. **Security of personal information** – ACFEC will take all reasonable steps to protect the personal information it holds from misuse and loss and from unauthorised access, modification or disclosure.

12. **Access to personal information** – ACFEC will seek the consent of the individual when collecting sensitive information about the individual such as health information, or information about the individual's racial or ethnic background, or criminal record.
13. **Correction of personal information** – The individual will be given access to the information held except to the extent that prescribed exceptions apply. ACFEC will correct and update information errors described by the individual.

RECOGNITION OF PRIOR LEARNING

What is Recognition of Prior Learning (RPL)?

The Australian Quality Framework defines recognition as:

Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

What is ACFEC's RPL process?

At ACFEC we utilise recognition of prior learning to recognise the existing skills, training and work or life experience participants have to issue a nationally recognised qualification.

It is necessary for the participant to provide evidence to demonstrate their competency to be issued units of competency. The methods we use to gather this evidence are:

- examination of workplace documents;
- conduct of an interview; and
- use of assessment exercises where necessary.

At ACFEC we have recommended the documents which should be provided as part of this process. Please identify and bring these documents with you to the training program.

As part of the RPL process ACFEC will seek to obtain, where possible, evidence relevant to your compliance and regulatory process. This adds value and benefit to the RPL process and identifies any improvements that can be made to the individuals and agencies skill set and regulatory capacity.

The packaging rules require five electives. Where the student seeks to obtain alternative electives, this can be discussed with your assessor.

Each learner's case is considered individually as part of the RPL process. The learner is requested to complete a RPL kit which requires the provision of

evidence of prior learning and experience which is then assessed against the units of competency using a RPL kit developed by ACFEC.

The section and approach detailed for assessment in the student handbook also apply to ACFEC's RPL approach and process.

How do learners apply for RPL?

Learners should contact ACFEC to discuss RPL or discuss this with their trainer when training is being conducted. The learner will be provided a RPL kit by ACFEC to complete and upon receipt of this ACFEC will commence the RPL process. This kit outlines suggested evidence required to complete the RPL process and also the questions that will be discussed in the assessment interview.

As part of this process ACFEC will:

- examine any workplace documents provided or arrange to review these documents at the workplace; and
- conduct an assessment interview with the RPL candidate.

After assessing all evidence supplied and obtained during the RPL process the assessor will make a determination as to whether RPL should be awarded or not awarded. It is possible that RPL for all requested units of competency will be awarded or partial recognition achieved. The learner will be notified in writing about this outcome.

WORKPLACE HEALTH AND SAFETY

ACFEC is committed to providing a safe and healthy work environment for all trainers and learners. Its policy is to make every reasonable effort to prevent accidents, protect trainers and learners from injury and promote the health, safety and welfare of all trainers and learners.

All trainers and learners have the responsibility to:

- Comply with all work, health and safety procedures, including completing risk management documentation when required;
- Comply with the Work, Health and Safety Act 2011 (ACT) and Work Health and Safety Act 2011 (Cth). Where training is delivered interstate the applicable state/territory legislative frameworks on work/occupational, health and safety will apply to trainers and learners;
- Comply with the role player protocols when role playing as part of the training course. See below for the role player protocols;
- Undertake risk assessments prior to each scenario;
- Take reasonable care of themselves and others on the premises;

- Not interfere with or misuse items or facilities provided in the interest of health and safety;
- Report any incidents, actual or potential hazards and 'near misses' to the Trainer or Training Manager using the incident report forms;
- Encourage fellow learners to create and maintain a safe and healthy work environment;
- Co-operate with all trainers and other learners to enable the health and safety of all at the premises;
- Respect the views and opinions of others;
- Where a learner, trainer or another person participating in the course identifies a hazard or an incident occurs the person must complete a Hazard or Incident Notification Form. These can be obtained from the principal trainer and are contained in Annexure One;
- The Codes of Practice relating to Manual Handling, First Aid in the Workplace, and Prevention and Responding to Bullying must be adhered to.

Role-plays

Role-plays are an important part of the training course delivered by ACFEC as the scenarios enable candidates to be exposed to the important 'hands on' aspect of regulatory/law enforcement. Role-plays assist ACFEC to assess the individual for competency through their contextualisation to the agencies legislative and operating framework.

For corporate courses the role-plays have been validated and moderated through meetings between ACFEC and your employer. The assessment tools have been mapped between the components comprising the scenario and the elements and performance criteria components.

ACFEC's courses are subject to policies regarding work/occupational health and safety, equal employment and opportunity, and discrimination. You will need to be mindful of those policies and conduct the role-play with work/occupational health and safety in mind at all times. Particular emphasis needs to be drawn to the following matters:

- Safety first is to be exercised where role-players use motor vehicles or power equipment in the scenario. All role-players have a duty of care in this respect and are to be appropriately licensed when using power or specialist equipment.
- Role-plays are to be non-confrontational – no physical responses, or threats of assault or other similar provocative actions that may result in any physical harm. If there is a possibility of harmful physical action occurring, the scenario must be stopped immediately by the role-player/s.
- The use of any physical action, suggestive gesture or inappropriate language having sexual connotations or language meant to demean any person or the gender of that person is unacceptable and not to be used in any scenarios.

Course Instructors are obliged under relevant legislation and protocols to report unacceptable actions in this respect to the Training Manager.

- Weapons are not to be used in any circumstances to threaten or intimidate. Firearms (apart from replica firearms) and other dangerous weapons (bows and batons, etc.) are not used in training scenarios. Firearms can only be used when the agency approves the use of a firearm in the field and an appropriate licenced person is present to possess and keep safe the firearm. Loaded firearms are never to be used in any scenario.

AUSTRALIAN APPRENTICESHIP SCHEME

Student Eligibility

ACFEC ensures Australian Apprentices (AA) meet the eligibility requirements for the specific training initiative before finalising enrolment. The determination of eligibility includes student criteria and where applicable, covers specific requirements for the workplace location. The ACFEC proposes recognition of prior learning to each AA.

Training Plan

ACFEC develops a training plan for each Australian Apprentice undertaking accredited funded training within ACFEC's scope of qualification registration. Prior to the completion of the training plan, ACFEC assesses and retains evidence of the employer's capacity to support structured training in the proposed qualification. ACFEC negotiates and agrees with the student and if applicable with the employer on the developed training plan prior to training commencement.

ACFEC reviews each student's training plan on a regular basis (bi-monthly) and updates the training plan accordingly, taking into account the student's progress and any changes within the timeframe.

If an AA changes its employer or qualification, ACFEC will complete a new trainings plan.

Assessments

ACFEC ensures that assessment methods used are consistent with the AA's training plan; changes will be reflected in a compliant revised training plan. ACFEC undertakes assessment of practical skills and knowledge for each Australian Apprentice (AA) for each unit prior to the determination of competence. The AA, the employer and ACFEC agree competence has been achieved in the workplace before a qualification will be issued.

Student support and monitoring

ACFEC provides students with learning resources that are relevant to support the development of underpinning knowledge required for the unit of competency and monitor that the skills and knowledge outcomes are being achieved and any additional support has been provided. The ACFEC will inform the AA and employer of any issues related to the training that may reduce the likelihood of a successful outcome

CONTACT US

If you have any queries about the policies and information contained in this handbook, please contact:

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Australian Centre for Financial and Environmental Compliance

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Annexure One



HAZARD OR INCIDENT NOTIFICATION FORM

Instructions for completing this form:

1. This form must be completed immediately following an incident or identification of a hazard.
2. The form should be handed to the trainer and faxed to ACFEC 0262476677.
3. Where the incident requires medical treatment ACFEC must be notified within 24 hours.
4. ACEFC will refer any matter to the relevant Work Cover as required by statute.

INCIDENT LOCATION:			
Reported by:	Contact no:	Date:	Time:
INCIDENT TYPE (CIRCLE)			
Injury	Fatality	Medical	Accident
Collision	Disturbance	Fall	Fire
Explosion			
Other:			
Provide description:			
INJURY DETAILS:			
Number of fatalities:		Name of injured:	
Number of serious injuries:		Position:	
Number of minor injuries:		Number of injuries:	
Location:		Date:	

EXTERNAL ASSISTANCE (CIRCLE)

Medical Fire Police Ambulance EPA
Other:

Provide description of response including any persons in attendance:

SERVICES DAMAGED

SERVICES SHUT DOWN

AREAS AFFECTED

RESPONSE PLAN

Next 30 minutes

Next 6 hours

Next 12 hours

Greater than 12 hours

LAST EXTERNAL CONTACT

Agency	Contact name	Time	By whom	Notes

NATURE OF ASSISTANCE REQUIRED