STUDENT HANDBOOK

Welcome to AICE

Thank you for choosing AICE (RTO Code 52359) as your training provider, and allowing us to play a role in your learning journey.

It is important that you take the time to read this handbook as it contains vital information that is applicable to all students.

We hope you will enjoy your time with us and wish you every success in your learning.

AICE Team

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INTRODUCTION

The purpose of this handbook is to provide you with a quick reference about our training programs, policies, procedures, roles and responsibilities to help guide you through your learning experience with AICE.

AICE

AICE aim to deliver high quality, innovative and engaging training that is relevant to our students, employers and industry. Our commitment to continuous improvement means we are constantly developing and improving new resources, processes and facilitation methods to remain ahead in technology and industry standards.

Location:

- 165 Wright Street, Kewdale, Perth, WA, 6105

Training Programs

AICE delivers a range of training programs, both accredited and non-accredited, which we conduct as public courses or customised for students and industry. Our holistic approach ensures students' needs are met.

We currently provide the following:

- CHC33015 Certificate III in Individual Support (Ageing, Home and Community)
- CHC33015 Certificate III in Individual Support (Disability, Home and Community)
- CHC43015 Certificate IV in Ageing Support
- HLTAID003 Provide First Aid
- HLTAID001 Provide Cardiopulmonary Resuscitation
- A range of online and short accredited and non-accredited courses

For a comprehensive list of the courses we offer please visit our website www.aice.wa.edu.au

Service Commitment

AICE is committed to providing quality training and assessment services to its learners.

We aim to:

- Provide training and assessment services that meet industry needs and trends;
- Deliver high quality, innovative and engaging training;
- Maintain a person-centred approach;
- Foster relationships with our students, supporting them through their career;
- Provide flexible learning opportunities;
- Provide a supportive, facilitative and open learning environment;
- Ensure all training is delivered by qualified trainer and assessors with the necessary skills and experience;
- Ensure all training is continually monitored and improved;
- Maintain a healthy and effective learning environment for students;
- Produce competent and confident workers that benefit the community and industry.

STUDENT RIGHTS AND RESPONSIBILITIES

AICE conducts its training courses to suit student needs, course type, and learning styles. The following student etiquette guidelines will help foster a healthy learning environment for all students.

Unique Student Identifier (USI)

A USI - Unique Student Identifier is a reference number that creates an online record of your training and qualifications attained in Australia.

If you are a new or continuing student undertaking nationally recognised training, you need a USI in order to receive your qualification or statement of attainment.

A USI is for life! You only have to create it once

The USI will give you access to an online record of your nationally recognised training in the form of a USI Transcript. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

Creating a Unique Student Identifier (USI) will only take a few minutes and it is free. You only need to create a USI once and it will stay with you for life. After you create your USI, you then need to give it to each training provider you train with when you enrol.

To create your USI visit https://www.usi.gov.au

Assessment

All assessments must be submitted by the due date. If you are having difficulty completing an assessment, you should discuss it with your trainer/assessor well in advance of the due date. This way the trainer/assessor may be able to offer support or grant additional time. Please note there may be conditions or penalties to gaining an extension.

Assessment malpractice

Assessment malpractice includes cheating, collusion and plagiarism.

AICE regards the integrity of assessment as critical to its professional responsibilities as an RTO and therefore strives to ensure the assessment processes are not compromised. AICE has policies and procedures in place for dealing with assessment malpractice.

- **Cheating -**
  All assessments must be 100% your own work. Cheating or the use of another person's work and submitting as your own is cheating and will not be tolerated.
- **Collusion -**
  Collusion is the presentation of work, which is the result in whole or in part of unauthorised collaboration with another person or persons. It is your responsibility to ensure that other students do not have opportunity to copy your work.
- **Plagiarism -**
  Copying from a published work (including the internet), without referencing, will not be tolerated. This includes presentation of work, which has been copied in whole or in part from another person's work or from any other source such as the Internet, published books, and periodicals. This includes systematic re-wording or changing key nouns and verbs.
  You must follow referencing guidelines if you take another person's idea, and put it into your own words.

Attendance

Attendance in training is recorded each day. These records are required for both learning and health and safety reasons.

Student attendance in class is paramount to the successful completion of learning and assessment outcomes. Students are expected to attend all training sessions.

It is expected that students arrive to class on time and remain for the full duration. Should it be necessary for you to leave a class early – you must advise the trainer/assessor before the class commences.

All classroom sessions are designed to provide students the essential knowledge and skills required for relevant units of competency. It is expected however that students will undertake additional reading and research.

If you are absent form class, it is your responsibility to catch up on any work missed.

If you are going to be absent from a scheduled class or activity, please advise your trainer/assessor or AICE administration personnel. Other arrangements can be made, including self-paced learning or alternative training dates.

Punctuality

As a courtesy to other learners and the trainer/assessor, all students must be punctual throughout the training day, including returning from breaks. Punctuality shows respect and is essential to avoid disruption to other students and the trainer/assessor.

Behaviour

Students are expected to behave appropriately in a mature and professional manner at all times. All students are expected to take responsibility for their own learning and behaviour during training and assessment. Misconduct will not be tolerated.

Misconduct includes -

- Any offensive conduct or unlawful activity (e.g. Theft, fraud, violence, assault);
- Interfering with another person's property;
- Removing, damaging or mistreating AICE property or equipment;
- Cheating/plagiarism;
- Interfering with another person's ability to learn through disruptions during training;
- Breach of confidentiality;
- Inappropriate language;
- Serious negligence, including WHS non-compliance;
- Discrimination, harassment, intimidation or victimisation;
- Being affected by drugs or alcohol and being unfit to participate in learning activities.

Respect for others

It is expected that the behaviour of all persons in the learning environment ensure a positive learning experience. Respect for other students and the trainer/assessor is expected.

AICE retains the right at all times to remove disruptive students from the training environment.

- You will be expected to treat staff and fellow students with respect and observe any student etiquette requirements, which appear in this handbook or requested during the course by a trainer/assessor.
- Inappropriate language and actions will not be tolerated.
- Harassment, bullying and intimidation of staff or fellow learners will not be tolerated.
- Treat facilities and equipment with due care and respect.

- You are required to respect the rights of others and treat others in a manner which is fair and non-discriminatory.

Breaks

Your trainer will advise of timing for all breaks. Typically, though the following break times have been allocated, although they may vary:

- **15 minutes'** duration for - Morning and afternoon tea breaks
- *30 - 45 minutes'* duration for - Lunch breaks

Change of personal details

Students are required to ensure their personal details recorded with AICE are up-to-date at all times. Should your circumstances or details change please update your record through your student login account.

Disciplinary Processes

AICE may implement student discipline processes should a student be found to be acting inappropriately, due to misconduct or assessment malpractice.

Any breaches of discipline will result in the person being given a 'verbal warning'.

Further disciplinary processes may include:

- The student being asked to justify why they should continue to participate in the learning group;
- Suspension from the training room;
- Expulsion from the training room; or
- Expulsion from the Training course.

Dress & Hygiene Requirements

Students are to be well presented and appropriately dressed during all training. Dress requirements include:

- Neat, comfortable clothing in the classroom environment;
- Appropriate work attire, including personal protective clothing (PPE) for training in workplace or simulated environments;
- Appropriate footwear must be worn at all times;
- Since you will be working in close proximity with others, care with your personal hygiene (clothing, hair, deodorant etc.) is required.

Duty of Care

Under Occupational Health and Safety legislation, students have a duty of care to maintain a safe environment for both themselves and their fellow students.

- Should you be involved in an accident which results in personal injury and/or damage to equipment or facilities, notify your trainer/assessor immediately.
- If you have a personal health condition which may become critical while attending training, please advise us before commencing the course. All information will be treated in strict confidence and is only needed so AICE can provide support or treatment should an emergency arise.
- Emergency procedures and exit plans must be followed.

You have a duty to:

- Protect your own health and safety and to avoid adversely affecting the health and safety of any other person;
- Not wilfully or recklessly interfere or misuse anything provided by AICE in the interests of health, safety and welfare;
- Cooperate with health and safety directives given by staff of AICE;
- Ensure that you are not affected by the consumption of drugs or alcohol.

Evaluation and Feedback

AICE values all feedback from students as it assists us to continuously improve the products and services we offer. Students are encouraged to provide us with feedback, both positive and constructive.

AICE has developed feedback forms for you to provide feedback and we thank you in advance for your comments.

Learner Support services

AICE understands that there may be times when personal issues may affect your ability to undertake your training. AICE has identified a number of support services for students who have special needs, or require additional support and assistance to undertake or complete their learning.

Educational and support services may include, but are not limited to:

- Pre-enrolment materials

- Mentoring, coaching and guidance on course content, as well as effective learning and study techniques Language, literacy and numeracy (LLN) programs or referrals to these programs

- Learning resource centres

- Mediation services or referrals to these services

- Flexible scheduling and delivery of training and assessment

- Counselling services or referrals to these services

- Payment of fees such as payment plans and guidance on other fee support that may be available

- Information and communications technology (ICT) support

- Learning materials in alternative formats, for example, in large print

- Learning and assessment programs contextualised to the workplace

- Any other services that the RTO considers necessary to support learners to achieve competency.

Learning Materials

Students receive a copy of training and /or assessment materials as part of the course fee. Should you lose or misplace the materials you are provided, additional fees for replacement of materials will be incurred.

Making the Most of your Training

It is very important to make the most of your training opportunity. Please note it is your responsibility to do this.

To optimize your own learning and successful completion, undertake to do the following:

- Attend all training sessions and complete all required reading and learning activities;
- Prepare well in advance of each training session;
- Be a willing participant;
- Work with fellow learners;

- Respect other people's opinions;
- Ensure you have a clear understanding of the assessment requirements;
- Take responsibility for the quality of evidence that you submit to the Assessor;
- Keep track of your progress;
- Complete and submit all assessment on time, tasks using clear and concise language;
- Be willing to contact your trainer/assessor if you do not understand the training activity or assessment task.

Mobile Phones

All phones must be turned off during training, as a courtesy to the Trainer/assessor and other students.   In an emergency where you need to be contacted, please advise your trainer/assessor so that arrangements can be made.

Security

Do not leave handbags or other valuables unattended. Although the building may be reasonably secure, you are ultimately responsible for your own belongings. AICE accepts no responsibility for any belongings that may be stolen or go missing.

Course Information

Accredited Training Programs

Accredited programs are competency based which means that training and assessment focus on the development and recognition of a person's ability to apply relevant knowledge and skills to perform workplace tasks to a specified standard.

The specific skills and knowledge required for particular workplace activities are set out in Units of Competency which can be grouped together to formulate the completion of a nationally recognised qualification. Nationally recognised qualifications are outlined in Training Packages. These can be viewed at www.training.gov.au.

Each qualification has a list of employability skills which describe the non-technical skills and competencies that are important for effective and successful participation in the workforce. For each qualification there are specific employability skills listed under the following headings:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organizing
- Self-management
- Learning
- Technology.

These employability skills will be part of the assessment requirements of a nationally accredited course.

Competency

It is important to note that the rules and requirements of a Unit of Competency and a qualification are applied to all students regardless of where they are, or the mode of training delivery provided. You could be a full time student in a classroom or the workplace, or you could be applying for recognition of the skills and knowledge currently held.

Each Unit of Competency is made up of the following:

- Elements;
- Performance criteria;
- Performance evidence/critical aspects of evidence;
- Knowledge evidence;
- Assessment conditions;
- Any pre or co requisites (if applicable).

To be deemed Competent in any Unit of Competency you must be able to provide evidence of the required skills and knowledge to complete work tasks to the standard that is required in the workplace. Skills need to be demonstrated in a range of situations and environments (which could include simulated applications in a learning environment) over a period of time.

Evidence

Evidence is the material proof that you have performed the specified competency or task to the required standard. Your evidence requirements will be determined by the Unit of Competency, employability skill requirements, industry expectations, Government regulations, your qualifications and current experience. Evidence can take many forms and you will be required to present more than just one piece of evidence.

Assessment tools that we will provide to you set out the exact requirements for evidence for each unit/module.

Examples of evidence could include one or more of the following:

- Specific assessments tasks set by your Assessor
- Observation reports
- Certificates and awards
- Examples of work completed or special projects
- Current licenses
- Position descriptions and performance reviews
- Third party reports
- Question responses
- Tests

Your evidence must also demonstrate the following:

- That you can do the job or task to the required standard
- Understand why the job should be done in a particular way
- Handle unexpected issues or problems
- Work with others 'in a team'
- Do more than one thing at a time, e.g. perform the task and be aware of the occupational health and safety requirements
- Know the workplace rules and procedures

Assessment

Assessment is in integral part of your learning if you wish to complete successfully and gain certification.

The assessment process will be explained at the pre-course meeting and throughout your program. Assessors will also be available to you if you have any questions.

Assessment is the process of collecting evidence and making judgement on whether competency has been achieved, to confirm that an individual can perform to the standards expected in the workplace and as expressed in relevant competency standards.

Throughout the training program, you will be assessed to see if you have gained the necessary skills and knowledge to achieve the qualification. Your trainer/assessor is required to ensure that the assessment tasks you undertake meet the national principles of assessment and rules of evidence (see below for more information).

Various assessments tasks /activities may be involved including, but not limited to:

- Observation of performance;
- Assignments;
- Written activities;
- Written / oral questioning;
- Oral presentations;
- Workplace performance
- Projects
- Case studies;
- Role plays/ simulations;
- Demonstration of skills;
- Online assessments;
- Portfolio of evidence.

Certification will only be given to students who successfully complete all assessment requirements for a course.

AICE is required to meet stringent quality requirements in the conduct of all assessments.

AICE has carefully constructed and developed assessment resources to meet these quality requirements, as well as being user friendly to students.

Principles of Assessment

Assessments will be conducted in accordance with the following principles of assessment.

Valid	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.
	Validity requires:
	- Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance; - Assessment of knowledge and skills is integrated with their practical application; - Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and - Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.
Reliable	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
Flexible	Assessment is flexible to the individual learner by:
	- Reflecting the learner's needs; - Assessing competencies held by the Learner no matter how or where they have been acquired; and - Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Fair	The individual learner's needs are considered in the assessment process.
	Where appropriate reasonable adjustments are applied by the RTO to take into account the individual learner's needs.
	The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary

Rules of Evidence and Assessment

AICE is required to ensure that all evidence provided by students, as proof of their competency, meets the following "rules of evidence".

Valid	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficient	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authentic	The assessor is assured that the evidence presented for assessment is the learner's own work.
Current	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Course Assessment

There will be assessment tasks set for each course regardless of the learning mode. Assessment activities and expectations will be explained to students, and are outlined within learner / assessment resources.

Many courses require assessment to be completed after the course, as workplace performance is essential in competency-based learning.

Presentation of Assessments/ Assignments

- All assessments should be typed, where possible.
- Handwritten assessments are accepted; however, handwriting must be clear and easy to read.
- If you are mailing an assignment, it must be received by the due date. AICE does not accept responsibility for any lost assignments. **Please ensure you keep a copy of your assignment prior to submission.**
- All assignments are registered as they are received.
- We endeavour to assess all assessments within 10 working days of receipt.
- Students are entitled to one resubmit assessment. If the re-submissions are still deemed NYC, students may be offered the opportunity to re-submit at a fee. No further re-submits are allowed. Students must re-enrol in the course again, paying the full course fee.

Assessment results

Students have access to their own learning account, which will indicate assessments undertaken and the units of competency that the individual has attained.

Results of assessment are provided to students as soon as is practical. These results are available through your student login account. Assessment results are confidential at all times and will not be given to any other party unless a written request signed by the student is received in advance.

Reasonable adjustments

Students with disabilities are encouraged to discuss with AICE any 'reasonable adjustments' to learning and assessment processes which they consider would be necessary or assist them in the performance of their studies.

Careful consideration will be given to any requests for reasonable adjustment of this nature, and, where reasonably practicable, such adjustments will be made. There may however be circumstances where it will not be reasonable or reasonably practicable for the AICE to accommodate or where other adjustment may be more appropriate. Reasonable adjustments cannot compromise the integrity of competency based training and assessment.

Extensions for Assessment

It is expected that all assessment tasks are handed in on the due date. Should you require additional time to complete an assessment you must communicate with your assessor and apply for an extension.

Work Placement

Some of the courses available at AICE require students to undertake a practical placement in the workplace as part of the assessment requirements of the unit of competency and/or qualification. Students will complete their work placement at our partner organisation, St Jude's Health Care Services where possible or practicable.
AICE will facilitate suitable placement for each student. If placement cannot be found, we will assist in seeking placement with an alternative organisation.

For students, work placements (practical placements, clinical placements) are an opportunity to:

- Learn in a workplace relevant to their future career
- Talk, listen and learn from experienced workers who will help students put theoretical learning into practice, and answer questions about wider areas of work and future opportunities in the industry
- Practice skills over a period of time in real life situations, in different contexts and with different individual students
- Have access to real work technologies, equipment, students and procedures
- Have exposure to both normal operating procedures and unplanned contingencies

During work placement, students are required to:

- Acts in a professional and courteous way and respects the rights of other people in the workplace including students
- Wear an AICE or organisation identification badge and uniform. This is to ensure students can easily identify as learners requiring supervision and support.
- Follow the policies and procedures of the host workplace including emergency procedures and the dress and nail code
- Be punctual at all times and advise the trainer assessor/mentor or supervisor if late or unable to attend a service
- Keep information about the host business confidential unless agreed to by the employer
- Pro-actively seek to develop skills and knowledge during the placement to ensure readiness for workplace assessments
- Be appropriately equipped and prepared (e.g. assessment, pens, log book etc.)
- Actively participate the work activities required and complete the student workbook or other documentation required by the training organisation
- Participate in a de-brief with the employer and work placement coordinator

A student undertaking work placement may be required to participate in a review at any stage to assess their suitability to participate or continue in the work placement.

Work placement checks

The following checks maybe required prior to work placement. The student is response for any costs associated with obtaining the following:

- National Criminal History Record Check or National Police Certificate
- Working with children check
- Vaccination record check

Work placements and payment

FairWork Australia has a factsheet available referring to 'Vocational Placement', which makes it clear that under the FairWork Act there are, conditions which must be met for a person to be recognised as on a vocational placement. These conditions can be summarised as:

- Must be a placement, arranged by the training provider or student as a course requirement
- Must be no entitlement to pay
- Placement must be done as a requirement of an education or training course
- Placement must be approved (all RTOs that are implementing the requirements of units of competency will meet this as they are 'approved' by their regulator to deliver the program)

Certificates

Types of Certification

In general, four types of certificates are issued by AICE. Certificates can only be awarded by AICE in accordance with our approved qualification scope.

- **Qualification** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Full qualifications can only be issued once the student has been deemed competent across all the relevant units of competency making up the qualification.

- **Record of Results –** accompanies a qualification issued under the Australian Qualification Framework (AQF) for nationally recognised training. This document supplements the qualification listing all units of competency achieved for the qualification.

- **Statement of Attainment (SOA)** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Issued when a student is deemed competent in a unit or a cluster of units of competency. Minimum achievement for a SOA is one unit of competency. You can request a SOA at any time during your training.

- **Certificate of Attendance/Certificate of Participation** – for non-nationally recognised training. Issued when a student attends a short course which is not within the Australian qualifications framework (AQF). To receive a Certificate of Attendance, the student must have a satisfactory attendance/participation rate.

Certificates will only be posted to students at their nominated postal address as shown in their student login account. The onus is on the student to ensure their address details are correct.

Certificates will not be sent to other parties, without the expressed prior written permission from the student. Duplicate or replacement copies of certificates incur a fee.

Course Delivery
AICE ensures the following resources are in place:

- Trainer/assessors and Assessors with appropriate qualifications, and experience;
- Course materials appropriate to the methods of delivery and assessment requirements;
- All necessary copyright authorisations;
- Appropriate equipment and facilities.

Training and assessment methods used by AICE meet specific quality requirements and are chosen to best suit the unit of competency, while giving consideration to the learning style of the student. The provision of training often includes a blended approach with a combination of on and off-the-job methods.

A number of delivery methods will be used throughout the training to help you achieve the necessary skills. Learning is a partnership that involves participation from all involved.

Delivery methods may include, but are not limited to:

- Practical demonstrations
- Audio/visual presentations
- Group participation/ discussions
- Trainer/facilitator instruction
- Practical activities
- Self-paced activities
- Individual projects
- Workplace based training
- Case studies

Flexible Delivery

Flexible delivery focuses on learning rather than teaching and to provide the best possible learning experience for the student. This means that the student has greater control over what, when and how they learn.

AICE offers various forms of delivery to accommodate the varying needs of students. Modes of delivery available for most courses include classroom (face-to-face) environment, workplace –based, correspondence, on-line, Recognition of Prior Learning (RPL) or a combination of these.

Language, Literacy and Numeracy

Each Training Package sets a minimum requirement in language, literacy and numeracy skills of participants, with which AICE must abide.

AICE makes appropriate concessions for language, literacy and numeracy issues of students where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

Where there are entry requirements for courses e.g. literacy in English and numeracy, these are clearly stated in pre-enrolment and enrolment information and students may be required to undertake an online language, literacy and numeracy assessment.

Advice is given to all students on appropriate actions if there is a need to update literacy and numeracy skills.

Recognition
Recognition is the collective term and includes:

- Recognition of prior learning (RPL);
- Recognition of current competency (RCC);
- Credit transfer (CT).

All students have the opportunity to apply for recognition. This means that you can submit evidence for a Unit(s) of Competency and have it assessed by a qualified Assessor without completing the training.

AICE believes that no learner should be required to undertake a unit of competency for which they are already able to demonstrate satisfactory achievement of the performance outcomes, as stated in the endorsed training package or nationally recognised course.

AICE aims to maximise the recognition of a learner's prior skills and knowledge whilst at all times maintaining the integrity and standards of the defined learning outcomes of the specific qualification or course of study. Students who consider they already possess the competencies identified in all or part of any course/qualification offered by AICE may seek recognition.

If you think you have the necessary knowledge and skills to match a Unit(s) of Competency or a qualification at the required standard contact us on 08 6373 2425 or email info@aice.wa.edu.au.

Recognition Process

Recognition is a method of assessing if you have evidence of competency for a particular unit of competency that you are enrolled in. It is important to remember that Recognition is an **assessment process** not an assumption of competence.

Recognition is the determination, on an individual basis, of the competencies obtained by a student through:

- Previous formal training
- Work experience, and/or
- Life experience.

Recognition therefore determines the subsequent advanced standing to which the student is entitled in relation to a course/qualification. The main focus of Recognition is what has been learned rather than how, where or when it was learned. Recognition focuses on both the demonstration of competence and the currency of that competence to industry standards.

It is important to note, the onus is on the student to document and present evidence to justify a claim for recognition and present their case to the satisfaction of the Assessor.

Any documents that you provide to support your claim of competency must be the originals rather than copies. Your original documents will be photocopied and handed back to you. It is also expected that any evidence submitted is your own and if any part of the work is the work of others, that this is formally acknowledged and advised.

Recognition Decision

Regardless of the type of evidence that you submit, Assessors must be confident that the evidence meets the following criteria:

- Full requirements of the Unit of Competency(s);
- Any Regulatory requirements;
- Authenticity - That it is your own evidence and can be authenticated;
- That you can perform the competency consistently and reliably;
- Is at the standard expected in industry and set out in the Australian Qualification Framework (AQF);
- Sufficiency - There is sufficient evidence to make a judgment.

AICE is committed to ensuring that all judgments made by Assessors against the same competency standards are consistent. Your Assessor will examine the evidence that you present and then make a judgment on that evidence which will be either:

- Competent (C) - you have been deemed competent against all the requirements of the Unit/s of Competency
- Not Yet Competent (NYC) - you have not yet demonstrated competency to all requirements.

Your assessor will advise you what you can do if you receive a NYC for your assessment task. If you are deemed NYC in your initial assessment, you are allowed a second attempt. However, if you are

deemed NYC in the second attempt, you will be required to re-enrol. Please talk to your assessor if you have any concerns.

For further information on Recognition, please see our Recognition policy.

Credit Transfer

AICE recognises the AQF qualifications and Statements of Attainment issued by other Registered Training Organisations (RTOs). This is commonly referred to as Credit Transfer. Credit Transfer is applicable when a Statement of Attainment or qualification provided by a student has the same national competency codes as those that form part of the training and assessment program within which the student is enrolled or is intending to enrol. If a course title and/or code are not an exact match, we will be conduct a mapping process to identify whether the unit requirements have been met.

Students are required to formally apply for Credit Transfer and must provide a copy of their USI Transcript and/or original copies of Certificates.

Special Needs

Students intending to enrol for training with the AICE are requested to advise us if they have any physical or other impairment (e.g. English language, literacy or numeracy difficulties, dyslexia, etc) which may adversely affect their ability to successfully undertake training and assessment, prior to enrolment.

Students with disabilities or impairments are encouraged to discuss with the Director or RTO Manager any 'special needs' and/or 'reasonable adjustments' to the study environment which they consider are necessary or would assist them in the performance of their studies.

The Managing Director or RTO Manager, in collaboration with the student, will assess the potential for the student to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the student's learning.

Trainer and Assessors

All Trainers and Assessors are qualified in training and assessment and the vocational area which they are delivering.   They have practical experience and maintain their currency in industry.

Policies

Access and Equity

AICE is committed to promoting, encouraging and valuing equity and diversity with respect to its students and to providing them with a positive learning environment to achieve success. AICE will ensure services offered are provided in a fair and equitable manner to all students, free from bias.

AICE abides by equal opportunity principles, providing access to the benefits of training and assessment to all students regardless of gender, sex, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, culture, linguistic background, disability, transgender, political conviction or religious belief.

All students have equitable access to training resources and facilities, support services and information, trainer and assessors, learning and assessment materials and opportunities.

For further information, see our Access & Equity Policy.

Appeals

AICE ensures that students have access to a fair and equitable process for appeals against assessment decisions. An appeals and reassessment process is an integral part of all training and assessment pathways leading to a nationally recognised qualification or Statement of Attainment under the Australian Qualifications Framework (AQF).

- Students have the right to lodge an appeal against an assessment decision if they feel they were unfairly treated during an assessment, and/or where they feel the assessment decision is incorrect and they have grounds for an appeal.

- The principles of natural justice and procedural fairness are adopted at every stage of the appeal process.

- The appeals policy is publicly available, via AICE website.

- The appellant can provide detail of their appeal either verbally and/or in writing.

- All appeals must be lodged within 7 calendar days of the date of the assessment result notification to the student.

- If the appeals process fails to resolve the appeal or the appellant is not satisfied with the outcome of the appeal, the matter will be referred to an independent third party for review, at the request of the appellant. All costs incurred for the third party review will be advised to the appellant.

- Every appeal is heard by a suitably qualified independent assessor or panel, who will be asked to make an independent assessment of the application.

- All appeals are acknowledged in writing and finalised as soon as practicable.

- AICE may charge a fee for the appeals process where an external assessor is engaged. Should this be the case, all costs incurred will be advised to the appellant.

- If the appeal will take in excess of 60 calendar days to finalise AICE will inform the appellant in writing providing the reasons why more than 60 calendar days are required. The appellant will also be provided with regular updates on the progress of the appeal.

- AICE strives to deal with appeal issues as soon as they emerge, in order to avoid further disruption or the need for a formal complaint process.

- All appeals will be handled 'In-Confidence' and will not affect or bias the progress of the participant in any current of future training.

Grounds of appeal

Valid grounds for an appeal against an assessment decision (where the trainee feels the assessment decision is incorrect) could include the following:

- The judgement as to whether competency has been achieved and demonstrated was made incorrectly,
- The judgement was not made in accordance with the Assessment Plan.
- Alleged bias of the assessor;
- Alleged lack of competence of the assessor;
- Alleged wrong information from the assessor regarding the assessment process;
- Alleged inappropriate assessment process for the particular competency;
- Faulty or inappropriate equipment; and/or
- Inappropriate conditions.

Appeal Outcomes

Appeal outcomes may include:

a) Appeal is upheld; in this event the following options will be available:
   i. The original assessment will be re-assessed, potentially by another assessor.
   ii. Appropriate recognition will be granted.
   iii. A new assessment shall be conducted/arranged.

b) Appeal is rejected/ not upheld; in accordance with AICE assessment policy the student will be required to:
   i. undertake further training or experience prior to further assessment; or
   ii. re-submit further evidence; or
   iii. submit/undertake a new assessment

For further information, see our Appeals Policy.

Student Enrolment

To enrol in a training program simply do so via our website or contact the administration team on 08 6373 2425 or email info@aice.wa.edu.au and we will send out an enrolment form/link and the relevant course information. Alternatively, enrolment forms can be downloaded via our website, simply complete and send to us, either by email or post.

Enrolments must be received no later than 24 hours prior to the course commencement. Enrolment forms should be returned with payment. Enrolments will be considered tentative until payment has been received.

Once we receive your enrolment we will arrange a pre-course meeting/discussion with you to:

- Discuss the course in detail, including your responsibilities and answer any questions you may have
- Discuss your previous experience, training and qualifications etc.
- Establish whether you are eligible for government funding (if available)
- Confirm the fees you will have to pay
- Complete a language literacy numeracy test to determine your learning needs
- Be informed about the requirements of a police/working with children check or other licences you may be required to obtain

The purpose of this meeting is to determine if you are eligible for RPL, RCC or Credit, which could reduce or extend the duration of completion and to ensure it is the right course for you.

Tentative Enrolments

Should enrolment numbers reach maximum, and another person wishes to enrol on a course where there is a tentative enrolment, AICE will contact the tentative booking for payment confirmation or forfeiture of the tentative booking.

Enrolment Confirmation

All students will receive a letter/email to confirm their enrolment. Written confirmation will outline relevant details, such as venue, date, and course duration.

Student Selection

AICE conducts the recruitment of its students at all times in an ethical, fair and responsible manner using various methods.

AICE is committed to ensuring that all student selection processes are fair, equitable and consistent with workplace performance, competency level and the Training Package requirements. Therefore, selection into a training program is based upon the applicant:

- satisfying appropriate funding body entry criteria (if applicable),
- meeting any pre-requisite qualifications or work experience, and
- meeting any age requirements that may be in place for a particular course

Student enrolments are subject to availability of places on the training program. This is based on the maximum number of participants who can be accommodated, given room capacity, type of course, learning structures, student needs etc.

If a training program is fully booked at the time the student enquires about enrolment into that particular training program, they will either be placed on a "reserve" list or offered a place on a date where there are vacancies. Students on a "reserve" list are given priority should a place become available. Enrolments are strictly on a first-in, first-served basis. Students must have the appropriate level of language, numeracy and literacy.

Student Records

AICE maintains an individual student file for every student who undertakes any form of training and assessment with us. This file contains records regarding your personal details provided to us, and any training and assessment undertaken and completed.

In accordance with Privacy laws and confidentiality requirements, your file is kept in a locked and fire proof filing cabinet. Only those AICE personnel who need to have access to your file for training and assessment purposes can access it.

No other person/student can and will have access to your personal student file without your prior written permission.

If you would like access to your personal records simply contact the Managing Director or RTO Manager.

Complaints

AICE has a fair and equitable process for dealing with student complaints.

All students have the right to express a concern or problem they may be experiencing when undergoing training. The following is an outline of the Complaints Policy.

Principles

- Complaints are treated seriously and dealt with promptly, impartially, sensitively and confidentially.
- Complaints will be resolved on an individual case basis, as they arise.

- All students have the right to express a concern or problem and/or lodge a complaint if they are dissatisfied with the training and assessment services that they have been provided (including through a third party) or the behavioural conduct of another learner.
- All complaints are acknowledged in writing and finalised as soon as practicable.
- The complaint resolution procedure is based on the understanding that no action will be taken without consulting the complainant and respondent, using a process of discussion, cooperation and conciliation.
- The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process, including the conduct of separate interviews initially.
- In the interest of confidentiality, the number of people involved in the resolution process will be kept to a minimum.
- Final decisions will be made by the Director of AICE and/or their delegate or an independent party to the complaint.
- The complaint resolution procedure emphasises mediation and education while acknowledging that in some instances formal procedures and disciplinary action may be required.
- If the complaints process fails to resolve the complaint or the complainant is not satisfied with the outcome of the complaint the matter will be referred to an independent third party for review, at the request of the complainant. All costs incurred for the third party review will be advised to the complainant.
- If the complaint will take in excess of 60 calendar days to finalise AICE will inform the complainant in writing providing the reasons why more than 60 calendar days are required. The complainant will also be provided with regular updates on the progress of the complaint.
- Victimisation of complainants, respondents or anyone one else involved in the complaint resolution process will not be tolerated.
- All complaints will be handled as Staff-In-Confidence and will not affect or bias the progress of the student in any current of future training. The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process.

Lodging a Complaint

Should you wish to lodge a complaint, a formal or informal approach should be made by the student to the trainer /assessor/Director and/or their delegate.

The student completes a Complaints Form to commence the process.

For further information, see our Complaints Policy.

Course Fees

AICE has developed a fair and equitable process for determining course fees, refunds and payment options. Please ensure you read our Fees and Charges Policy.

AICE accepts various methods of payment for course fees. Payment for courses can be made in the form of Visa or Master Card, EFT/Direct Deposit, or EWay.

Fee Payment Arrangements

- All deposits are payable in advance.
- AICE will not accept fees greater than $1500 before training is commenced and no more than $1500 is held in advance at any time during training.
- Flexible payment arrangements/options will accommodate individual circumstances.
- Fees must be paid in full before certification will be issued.
- If payment instalment / arrangements are in place, and a payment becomes overdue and remains unpaid for a period in excess of 14 days, AICE reserves the right to suspend the clients learning or assessment (or both) until all fee payments are up-to-date.
- Flexible payment arrangements, such as instalments, credit card and EFT remittance are acceptable to accommodate the diverse financial situations of clients.

- Overdue invoices may be forwarded to Debt Collection Agency for recovery.

Cancellation & Transfers

Enrolment cancellation / withdrawal / deferral / amendment

Students who wish to withdraw/cancel/defer/amend their course are required to complete a Course Withdrawal Amend form.

Student Transfers

a) **Transfer to another "Course date"** – Students are able to transfer to another course date, providing they make a request in writing a minimum of one week in advance.
The transfer is subject to course availability.

b) **Transfer to another "Course"** – Should a student wish to transfer to another course, they need to make the request in writing a minimum of one week in advance.
The transfer is subject to course availability.

c) **Transfer to another "Delivery mode"** – Should a student, enrolled in a course, wish to transfer to another "delivery mode" for the same course they are able to do so providing they make a request in writing a minimum of one week in advance. An administration fee is applicable for all transfers to another course delivery mode.
The transfer is subject to course availability.
Should a student wish to transfer to another delivery mode and does not provide written notice at least one week in advance, the student forfeits the full course fee.

d) **Transfer to another "Student"** – Prior arrangement no later than one week prior to the course.   An administration free is applicable for all transfers to another student.

RTO Cancellation of courses

AICE reserves the right to cancel a course if insufficient enrolments are received prior to course commencement. Students already booked in these courses will be notified. If a course is cancelled, a full refund of all monies paid by a student for the course will be made within seven (7) days. AICE has financial safeguards in place to ensure that all pre-paid fees are available for refund in the case of cancellation by AICE.

Equal Opportunity
AICE is committed to equal opportunity policies and principles, as they affect students and employees to ensure the elimination of discrimination and harassment.

Rights and Responsibilities

AICE has a legal and moral obligation to provide equal opportunity in employment and a learning environment free from harassment for employees, contractors and students.

AICE is committed to providing an environment which recognises and respects the diversity of employees, contractors and students. AICE is committed to providing a work and study environment free from harassment, vilification and bullying and supports the rights of all employees, contractors and students to work and study in a safe and healthy environment free from such behaviour.

AICE will:
- Ensure that employees, contractors and students understand that these types of actions and behaviour will not be tolerated in the work/study environment.
- Request that any behaviour which could be considered harassment, vilification or bullying cease immediately.

All employees, contractors and students have a role to play in eliminating harassment, vilification and bullying by not encouraging or showing support for harassment, vilification or bullying aimed at work or study colleagues. This can be achieved by:

- Refusing to join in with these types of actions and behaviours.
- Supporting the person in saying no to these behaviours.
- Acting as a witness if the person being harassed decides to lodge a complaint.

If an employee, contractor or student feels harassed, vilified or bullied, the employee, contractor or student is encouraged to inform the person where the behaviour is unwanted, unacceptable and/or offensive. If the employee, contractor or student feels unable to approach the person, or if the behaviour continues following their request that the behaviour cease, the Director and/or their delegate should be contacted.

As a student of AICE, you have the responsibility to:

- Act to prevent harassment, discrimination and victimization against others;
- Respect differences among other staff, students and contractors, such as cultural and social diversity;
- Treat people fairly, without discrimination, harassment or victimization;
- Refuse to join in with these behaviours;
- Supporting the person in saying no to these behaviours;
- Acting as a witness it the person being harassed decides to lodge a complaint.

Discrimination

Discrimination is treating someone unfairly or harassing them because they belong to a particular group. It is against the law to discriminate against a person because of their age, sex, pregnancy, disability (includes, past, present or possible future disability), race, colour, ethnic or ethno-religious background, descent or nationality, marital status, sexuality or gender identification.

Both direct and indirect discrimination are against the law:

- Direct discrimination - means treatment that is obviously unfair or unequal.
- Indirect discrimination - means having a requirement that is the same for everyone but has an effect or result that is unfair to particular groups.

Harassment, Vilification and Bullying

All employees, contractors and students have an equal opportunity to work and study. AICE will not tolerate behaviour which is of a harassing, vilifying or bullying nature.

It is against the law for employees, contractors and students to be harassed during the course of their work or study because of their sex, pregnancy, race (including colour, nationality, descent, ethnic or religious background), marital status, disability, sexuality, HIV/AIDS status or transgender. Federal anti-discrimination legislation applies to staff, contractors and students.

Harassment

In general, harassment is behaviour which is unwanted and that humiliates, offends or intimidates a person, and occurs because of a person's:

- Race, colour, ethnic or ethno-religious background, descent or national identity.
- Sex.
- Pregnancy.
- Marital status.
- Disability (including physical, intellectual and/or behavioural/psychiatric disability; past, current or future disability; actual or presumed disability).
- Sexuality (male or female; actual or presumed).
- Transgender.

- Age.

It is unlawful for a person to be harassed due to a relationship to or association with a person of a particular race, sex, marital status, disability, homosexuality, transgender or age.

Harassment in the work and study environment can be overt or subtle, direct or indirect. It can be verbal, non-verbal or physical. Harassment can occur when power is used incorrectly.

Harassment is not always intended. Actions and behaviour which one person finds amusing or unimportant may offend or hurt another person.

Examples of harassment include:

- Intrusive or inappropriate questions or comments about a person's private life.
- Unwanted written, telephone or electronic messages.
- Promises or threats to a person.
- Physical violence or the threat of physical violence or coercion.

Vilification

Vilification is the public act of a person which incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of race, sexuality, transgender or HIV/AIDS status.

Examples of circumstances and behaviour that may constitute vilification on the basis of a person's race, sexuality, on transgender grounds, or disability (HIV/AIDS) etc. are graffiti, speeches or statements made in public, abuse that happens in public, statements or remarks in a newspaper, journal or other publication, on radio, television or other widely accessed electronic media such as internet, email etc. People wearing symbols, such as badges or clothing with slogans, in public, gestures made in public, posters or stickers in public space.

Bullying

Bullying behaviour can refer to the actions or behaviours of a person to another that intimidates, degrades or humiliates the person. It may include verbal abuse, behaviour intended to punish such as isolation, exclusion from workplace activities and "ganging up". Repeated "put-downs", aggression, threats and poorly managed conflicts of opinion may be part of bullying behaviour. It can occur between people such as managers and employees or contractors, co-workers and students.

Sexual harassment

AICE will not tolerate sexual harassment in the learning or work environment.

The AICE deplores all form of sexual harassment and seeks to ensure that the work and study environment is free from such harassment. Implementation of this policy is the responsibility of all persons.

Sexual harassment is unlawful. The harasser may be held liable for unlawful actions and be required to pay damages. All employees, contractors and students have the right to work and study in an environment free from sexual harassment.

Forms of sexual harassment

Sexual harassment may take many forms. Often people do not realise that their behaviour constitutes sexual harassment, but they must be aware that behaviour that is acceptable to one person may not necessarily be acceptable to another. Sexual harassment is any unwanted behaviour of a sexual nature by one person to another at work or in a work-related setting. Examples of sexual harassment include, but are not limited to:

- Insensitive jokes and pranks.
- Lewd comments about appearance.

- Unnecessary body contact.
- Displays of sexually offensive materials, for example, calendars or posters.
- Requests for sexual favours.
- Speculation about a person's private life and sexual activities.
- Threatened or actual sexual violence.
- Threat of dismissal, loss of opportunity and so on, for refusal of sexual favours.

Complaints

All complaints regarding equal opportunity matters are treated seriously and investigated promptly, confidentially and impartially.

Privacy

AICE abides by the Privacy Act and respects students, staff and trainer/assessors' right to privacy.

As a RTO, AICE is obliged to maintain effective administrative and records management systems. This involves the collection and retention of personal information from students in secure student records. All staff must be scrupulous in using student information only for the purposes for which it was gathered. All students have access to their own records at all times.

AICE collects information from students upon initial enquiry in order to send course information, and is collected at enrolment and during the provision of the training and assessment services. The AICE may use personal information to advise students of upcoming events and training course, for marketing and research purposes. In addition, feedback on services provided through surveys is collected. This feedback assists us improve the quality of the services and training and is treated confidentially.

AICE will only disclose information to other parties, as required by law, or as otherwise allowed under the Privacy Act 1988.

For further information, see AICE Privacy Policy.

Refund Policy

Payment of all refunds, to students who are entitled to a refund, are in accordance with the following refund policy.

AICE will strive to maintain its highly competitive fee structure, as well as its fair and equitable refund policy.

a) Payment of all refunds is made within one week (seven days) of application for refund.
b) AICE do not provide cash refunds.
c) With regard to all withdrawals, AICE will firstly encourage a student to enrol on another course date, prior to processing refund applications.
d) Written notification of withdrawal from a training program must be provided by a student to apply for a refund for a course. This may be via letter, email or the completion of the refund form.
e) There is no refund applicable where a student has commenced their course/unit.
f) There is no refund to participants who do not obtain their qualification after assessment.
g) There is no refund for recognition of prior learning assessments after enrolment, where Recognition resources and services have been supplied to the student.
h) AICE does not accept liability for loss or damage suffered in the event of withdrawal from a course by a student.
i) AICE provides a full refund to all students, should there be a need for AICE to cancel a course. In the first instance AICE will (where possible) provide an opportunity for the student to attend another scheduled course.

j)   If a student fails to arrive as per the course start time and without appropriate notice, course fees will not be refunded or allocated to another course. Strict course start times apply and students will not be permitted entry or provided a refund if they are late

k)   If AICE cancels a course, students do not have to apply for a refund, AICE will process the refunds automatically.

Short Courses, Individual Units of Competency & Skill Sets

Reason for Refund/Cancellation	Notification requirements	Refund/Cancellation Fee
Client withdraws	In writing, eight (8) calendar days or more prior to the course commencement	$30.00 less of the full course fee. Enrolment cancellation fee (RTO administrative processes for processing of enrolment, reporting and other administrative actions related to cancellation).
Client withdraws	In writing, within seven (7) calendar days prior to the course commencement.	$50.00 less of the full course fee. Enrolment cancellation fee (RTO administrative processes for processing of enrolment, reporting and other administrative actions related to cancellation).
Client withdraws	In writing, less than 2 business days prior to course commencement.	Nil Refund
Non-attendance/ participation	Day of training/As per required timeframes for completion	Nil Refund
Entry not permitted due to late arrival	Day of training	Nil Refund
Assessment deemed Not Yet Competent or Not Satisfactory		Nil Refund
Client withdrawn from the course by AICE	After course commencement, due to inappropriate behaviour	Nil Refund
Any course cancelled by AICE		100% of the course fee (paid by the client)

Qualifications

Reason for Refund/Cancellation	Notification requirements	Refund/Cancellation Fee
Client withdraws	In writing, eight (8) calendar days or more prior to the course commencement	$100.00 less of the full course fee. Enrolment cancellation fee (RTO administrative processes for processing of enrolment, reporting and other administrative actions related to cancellation).
Client withdraws	In writing, within seven (7) calendar days prior to the course commencement.	$150.00 less of the full course fee. Enrolment cancellation fee (RTO administrative processes for processing of enrolment, reporting and other administrative actions related to cancellation).
Client withdraws	In writing, less than 2 business days prior to course commencement.	Nil Refund
Non-attendance/ participation	Day of training/As per required timeframes for completion	Nil Refund
Entry not permitted due to late arrival	Day of training	Nil Refund
Assessment deemed Not Yet Competent or Not Satisfactory		Nil Refund
Client withdrawn from the course by AICE	After course commencement, due to inappropriate behaviour	Nil Refund
Any course cancelled by AICE		100% of the course fee (paid by the client)

Online Short Courses, Individual Units of Competency

Reason for Refund/Cancellation	Notification requirements	Refund/Cancellation Fee
Client withdraws	In writing, prior to receiving access to the course (NOT commenced/attended/completed).	100% refund of the full course fee.
Course commenced & not completed		Nil Refund
Assessment deemed Not Yet Competent or Not Satisfactory or Unsuccessful pass marks attained		Nil Refund
Client withdrawn from the course by AICE	After course commencement, due to inappropriate behaviour	Nil Refund
Any course cancelled by AICE		100% of the course fee (paid by the client)

Online Qualifications

Reason for Refund/Cancellation	Notification requirements	Refund/Cancellation Fee
Client withdraws	In writing, prior to receiving access to the course (NOT commenced/attended/completed).	100% refund of the full course fee.
Course commenced & not completed		Nil Refund
Assessment deemed Not Yet Competent or Not Satisfactory or Unsuccessful pass marks attained		Nil Refund
Client withdrawn from the course by AICE	After course commencement, due to inappropriate behaviour	Nil Refund
Any course cancelled by AICE		100% of the course fee (paid by the client)

Commencement dates

- Commencement for online students is the date that online access is provided to an individual student for a particular course.
- Commencement date for a classroom based learning mode is the first day of the course.

Occupational Health & Safety (OSH)

AICE is committed to providing a safe and healthy learning and work environment. The safety of our students and staff is of primary importance in all activities and operations of our organisation. We are committed to implementing, maintaining and continuously improving work health and safety in all of our facilities and operations.

AICE encourages all persons to regard accident prevention and safety as a collective and individual responsibility.

AICE recognises its responsibility under the Occupational Safety and Health and related regulations. AICE has responsibility for ensuring the health and safety of staff, students, contractors and visitors. This includes:

- Provide and maintain safe plant, equipment and systems of work.
- Provide, monitor and maintain systems for safe use, handling, storage and transportation of plant, equipment and substances.
- Maintain the workplace in a safe and healthy condition.
- Provide adequate facilities to protect the welfare of all employees.
- Provide information, training and supervision for all staff and contractors, helping them to integrate OSH into their work areas and roles.
- Provide information, where relevant, to students, allowing them to learn in a safe manner.
- Check OSH system compliance via ongoing auditing.
- Integrate continuous improvement into OSH performance.

Duty of Care

AICE is committed to taking practicable steps to provide and maintain a safe and healthy work and learning environment for all staff, students, and contractors. Specific responsibilities are shown below.

AICE Management:

- Are responsible for the effective implementation and regular review of this OSH policy.
- Must observe, implement and fulfil responsibilities under legislation that applies to OSH and endeavour to comply with relevant standards and codes of practice.
- Must ensure that the agreed procedures for regular consultation between management and staff are followed.
- Monitors the OSH management policies and procedures. Outcomes of OSH monitoring are used to help maintain appropriate risk controls. The effectiveness of these risk controls and this monitoring and review process is linked to AICE Continuous Improvement processes
- Are responsible for ensuring that a OSH management system is implemented.

Staff, contractors, students and visitors:

- Have a duty of themselves and others.
- Have a responsibility to cooperate with all OSH processes.
- Have a responsibility to comply with relevant AICE OSH management system policies and procedures.
- Must not bypass or misuse systems or equipment provided for OSH purposes.
- Must report any unsafe conditions which come to their attention to the Director and/or their delegate.

Accidents, Injuries and Near Misses

All incidents and near misses are required to be reported immediately. See your trainer/assessor or administration personnel to report any issues.

AICE will ensure that the injured person receives appropriate first aid and/or medical treatment as soon as possible and will conduct an investigation to reasonably prevent a recurrence.

AICE is also committed to ensuring that injury management activities commence as soon as possible after injury and that every effort is made to provide suitable and meaningful duties consistent with the nature of the injury or illness, after seeking appropriate medical judgement.

Students and employees are expected to take care to prevent work-related injuries to themselves and to others.

Investigating incidents and accidents

The Managing Director and/or their delegate is responsible for investigating incidents and accidents.

Following the report of an incident (near miss) or accident (and after first aid and other injury management processes have been implemented), the Managing Director and/or their delegate will immediately undertake an investigation.

The process for investigations may include.

- Interview all people involved in the accident or incident and witnesses.
- Use the risk management approach to help understand the underlying hazards that caused the incident or accident and whether controls failed, were insufficient or were absent.
- Listen to recommendations of people involved in the incident or accident about what is required to prevent such incidents or accidents in the future.
- Analyse results of investigation and document recommended courses of action for evaluation by the Director and/or their delegate.
- Once action is approved, communicates outcomes and planned actions.