

Student Handbook

FMEDGE Focused Management Education Developing Global Enterprise

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Congratulations on your enrolment and welcome to FMedge.

FMedge specialises in Vocational Education & Training under the Australian Quality Training Framework.

Our courses are committed to equipping you with a high level of skills and knowledge through active learning, and our highly skilled trainers and assessors are there to assist you to realise your ambitions.

Programs are planned and executed in conjunction with both industry and government to facilitate the highest achievable outcomes in terms of student competencies and employment opportunities.

Under the Australian Quality Training Framework, we adhere to standards to ensure that you receive high quality Learning and Assessment Services.

This handbook introduces you to a number of the policies and procedures we have in place to ensure that you receive this quality service and are able to make the most of the learning.

We ask you to read and make yourself familiar with the policies outlined on the following pages.

I ask you to take advantage of every learning opportunity available to you to maximise the value of vocational education and training.

I trust you will find your learning journey rewarding.

Dr John Van Beveren

CEO

FMedge

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WHAT IS VOCATIONAL EDUCATION & TRAINING?

“Vocational education and training (VET) is 'education and training for work' and part of a broader educational network in Australia that includes schools, universities and adult and community education. The Australian VET system is one of the most sophisticated in the world because it is:



Industry-led

The employers, unions and professional associations of an industry define the outcomes that are required from training. National The VET system is jointly-managed by state, territory and Australian governments, in partnership with industry and training providers.

Client focused

Clients of the VET system are employers and individuals who use it or intend to use it. This simple, flexible and relevant system responds to client needs.” From www.training.com.au

The National Training System

All programs delivered by FMedge are assessed under the principles of Competency Based Training.

The aim of Competency Based Training is to assess your ability to do the activities in each unit rather than sit an exam that has a specific “pass mark”. Your Assessor will assess your ability (or “competency”) to carry out the activities in each unit.

Competencies are normally expressed in terms of a unit of competency.

Competencies include the skills and tasks that are required in the workplace. When you are being assessed on these activities, you will be required to perform them to the level required in the workplace.

You will be notified of your result in each assessment, and have access to your assessment records through the LMS. Completion of a Subject you will also receive the assessed Subject Overview which is to be submitted by you to assessment@fmedge.com.au at the beginning of each subject.

INDUSTRY DEFINITIONS

Competency

To be competent means you have been assessed as having the skills, knowledge and attitude required to perform a task or an aspect of a job correctly, safely and efficiently, and in a range of contents.

Unit of Competency

A Unit of competency is a documented group of tasks that a person does to perform a job. Each of these tasks is called an element. Your Workplace Assessor will show you an example of this soon.

Assessor

An Assessor is a training professional who must have a minimum assessment qualification to sign you off as being competent in a unit.

Assessment

Assessment is the process of assessing evidence of your skills and knowledge against the Unit of Competency. It may be a process that takes place over a period of time, or it may be conducted as one event, such as a meeting. Assessment will result in an outcome of 'Competent' or 'Not Yet Competent'.

"Competent/Not Yet Competent"

Every assessment needs to be marked. A Competent result means the trainee has met the relevant competencies. A Not Yet Competent means that further training is required, or perhaps that more evidence needs to be provided to prove competence.

Evidence

Your Assessor is required to collect information about your competence. This information may be in the form of completed assessments, resumes or other ways. This information is called Evidence.

Recognition of Prior Learning (RPL) or Recognition of Current Competence (RCC)

These terms apply to official recognition of skills and knowledge an individual has gained through previous learning or experience. In some instances this previous experience may provide enough evidence to give you current competence. If RPL is granted to you, this will reduce the amount of formal training required to complete your qualification.

Appeal

An appeal is the formal lodging of a complaint disputing a result or outcome of a training program or assessment including RPL and RCC. The correct procedure to do this is found in this Student Handbook.



FEES AND CHARGES

The Student will agree to pay FMedge the Fees outlined to in the FMEF011 Student Contract and FMEDGE will enrol the Student in the course detailed in the Student Enrolment Form FMEF001.



Students are required to sign the Student Enrolment Form FMEF001 and FMEF011 Student Contract once received or concurrently with making payment of the Fee deposit.

Students are required to have a signed enrolment agreement FMEF001 in place prior to commencing classes.

Course Fee Payment

Students must pay an upfront fee of \$1500 to secure their enrolment with FMEDGE.

Furthermore, the following applies:

* The Course Fee quoted at the time of enrolment will remain the same until completion of the same course, so long as enrolment remains current and continuous. Enrolment in a new course or re-enrolment in courses may result in new Course Fees being charged.

* Course Fees will not be transferred to another educational institution.

* Course Fees may be paid in advance up to a maximum of \$1500.00 inclusive of other Fees. Balance of Fees are paid as you enrol in each subject.

* In the event that a Student abandons their course, all outstanding Fees due remain payable to FMedge.

* A refund of Course Fees will only be paid in accordance with the FMedge's Refund Policy.

Recognition of Prior Learning & Obligations to Recognise AQF Qualifications

FMedge will ensure that a Student's prior knowledge and skills are recognised, providing they are able to demonstrate satisfactory achievement of the performance outcomes within that course requirement. See FMEP013 Credit Transfer Recognition of Prior Learning Policy. Fees are calculated as set out below.

- Recognition of Prior Learning Fees will be calculated according to the time taken by training / assessing staff to determine competence as listed below:
 - RPL cost is \$275 per unit
- Credit Transfer of nationally recognised units does not attract a Fee

Reassessment Fees

- * If a Student has been assessed as Not Yet Competent in a Unit of Competency during the course they will be given the opportunity to complete the unit again within the duration of the course.
- * A Student will not be charged a reassessment Fee if they are assessed as Competent during the reassessment process.
- * Students are allowed two reassessments of assessments for a given Unit of Competency.
- * If the Student is deemed Not Yet Competent after two reassessments submissions of any given assessment within a course subject/ module, the Student will need to repeat the Unit of Competency and pay Fees for the repeat unit of competency at full rate of the unit/ subject.

Additional Charges

Course Fees do not include the cost of the following documents:

- * Re-Issue of Certificate \$50.00
- * Subject extension \$50.00

Payment Methods

Students may make payments using the following methods:

- * Electronic Funds Transfer direct into FMEDGE's account.
- * PayPal
- * Bank cheque

REFUND POLICY

This policy sets out the circumstances under which students may claim a refund and the associated procedures for handling refunds. Students for the purposes of this policy are RTO students only.



Cooling off Period

A fourteen-day (14-day) cooling off period applies for all enrolments.

However, this cooling off period is deemed to be waived if the student commences training and/or submits assessment materials during that period. By this action they are deemed to have entered fully into a contract of service provision with the RTO. After this event there is no refund except in exceptional circumstances and at the discretion of FMEDGE Management.

Cancellation of Courses by FMEdge

FMEdge may need to cancel, postpone, or reschedule a course when necessary due to low enrolment numbers or due to extraordinary circumstances. If FMEDGE cancels a course in which a student is enrolled, a full refund of all fees paid, including the administrative fee, will be provided to the student. Up to three weeks may be required to process the refund and provide payment.

Cancellation of Enrolment (withdrawal from course) by Student

Students who choose to withdraw from the course before completing it are liable to pay all fees owing to the completion of the course.

Compassionate and Compelling Circumstances

If the student can establish that they have withdrawn from the course due to experiencing a compassionate or compelling circumstance they will be refunded any amount held by FMEDGE for undelivered training, assessment or services.

Statements of Attainment and Certificates

- Statements of Attainment will be issued to all students on withdrawal or completion of the course but only for those units of competency that are fully paid for will be stated on the Statement of Attainment.
- Certificates and/or letters of completion will only be issued when all fees are fully paid for.
- A \$50.00 fee will be charged for a Certificate reprint and \$25 for a Statement of Attainment Reprint.

FMEDGE will provide the following fee information to each client prior to enrolment

- The total amount of all fees including course fees, administration fees, materials fees and any other charges.
- Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit and/or administration fee.

- The nature of the guarantee given by FMEDGE to complete the training and/or assessment once the student has commenced study in their chosen qualification or course.
- The fees and charges for additional services, including such items as issuance of a replacement qualification certificate or statement of attainment and the options available to students who are deemed not yet competent on completion of training and assessment, and
- The organisation's refund policy.

Where the RTO collects Learners' fees in advance it will comply with the following

- The RTO may accept payment of no more than \$1000 from each individual student prior to the commencement of the course. Following course commencement, the RTO may require payment of additional fees in advance from the student but only such that at any given time, the total amount required to be paid which is attributable to costs yet to be incurred on behalf of the student for tuition or other services yet to be delivered to the student does not exceed \$1,500, or

Application for Refund

All applications for refunds must be made in writing on the Refund Application Form and forwarded to:

FMEDGE
PO Box 128
Portarlington Victoria 3223

Applications must be made within 14 days of cancellation/ withdrawal.

Process of Application and Appeal

In processing the application for refund the following applies:

- Applications for refund will be processed and the applicant will be notified within 7 days of the nominee receiving the application as to the decision made.
- Where the applicant is not satisfied with the outcome of the decision they may appeal in accordance with the Complaints and Appeals Procedure

ASSESSMENT

To ensure validity, FMEDGE assessment tasks assess what they claim to assess. They sample a sufficient range of skills and performance and the tasks assessed resemble those in the workplace, both in theory and practice. Multiple approaches to assessment are used. Valid assessments contain a variety of methods and strategies in order to collect evidence and make judgements. The purpose of the assessment is to confirm whether an individual can perform to the standard expected in the workplace.



All FMEDGE training methods and assessment tools meet the requirements and follow the Assessment Guidelines of the endorsed components of the relevant Training Packages. FMEDGE's assessments lead to the issuing of a Statement of Attainment or Qualification under the Australian Qualifications Framework. Assessments will always comply with the principles of validity, reliability, fairness and flexibility.

FMEDGE ensures the validity of its assessment procedures by:

- conducting validation meetings
- using the guides from the Training Package
- consulting with various industry bodies, organisations and professional assessors in the field.

These include:

- practicums, which are relevant to the particular qualification being sought. Practicum time frames are negotiated with the employers, where applicable, and always allow for the student to spend sufficient time honing their skills prior to the assessment being carried out.
- offering RPL (Recognised Prior Learning) and RCC (Recognised Current Competencies) to all students on enrolment.
- informing the students of the context and purpose of the assessment and the assessment process within the learning guide for each module;
- clearly stating the criteria needed to complete each assessment and including the marking sheet;
- the collection of sufficient evidence to enable judgements to be made about whether competency has been attained
- gathering and analysing course evaluation information (feedback) from participants.
- throughout the course, trainers and assessors document any inconsistencies or problems arising with the learning and assessment strategies on the continuous improvement matrix. Changes are suggested and these are considered by the CEO.
- recording any action taken to improve or review the quality or consistency of an assessment tool on the Document Register and the new version of the document will be noted on the footer of the pages.

FMedge ensures that all assessments are reliable through the demonstration of consistent results from one assessment to the next. Reliability is achieved through:

- the collection of evidence from different times and locations, if applicable, especially during the practicum settings.
- the use of a number of different assessment methods.
- where possible, the comparison of the results of two or more assessors regarding similar assessment items.
- ensuring that students who are deemed Not Yet Competent on several occasions in a task are re-assessed by alternative assessors employed by FMEDGE;
- ensuring that students who are deemed Not Yet Competent on several occasions in a task are brought to the attention of the CEO to allow for assessment review;
- annually reviewing the delivery and assessment strategy of each course as part of the continuous improvement strategy

FMedge understands the importance of flexible assessment procedures. Flexibility is achieved through:

- ensuring accessibility to learners, so that they can proceed smoothly from one competency standard to another.
- the provision for the recognition of competencies no matter when, where or how they were acquired.
- the provision for assessments to be made when the student feels ready. Due dates are flexible and can always be negotiated with the assessors.
- allowing assessments, within reason, to be customised or modified after negotiation with the assessor.

To ensure fairness in assessment tasks, FMedge stipulates that the assessor and the learner work together, in collaboration, to achieve success and equitable conditions for the learner. Fairness is achieved through:

- ensuring that the student being assessed clearly understands what is expected of her/him.
- making the students aware of what the criteria for judging performance are.
- ensuring that the learner is ready and prepared for the assessment
- ensuring that the students have access to the appropriate environment and resources throughout the training and assessment processes.
- ensuring that each student receives written feedback about the assessment task, whether competency has been achieved or not.
- providing opportunities for appeal and review of the assessment decision. If a student disagrees with an unfavourable decision, they may follow FMEDGE's appeal process

COMPLAINTS AND APPEALS PROCEDURE

FMEDGE endeavours to create a positive learning environment for students, one in which each student has the opportunity to achieve their personal best. Part of the maintenance of that positive environment is a fair and open complaints and appeals procedure made available to all students.



Complaint – dissatisfaction with a service offered or treatment received at FMEDGE.

- the enrolment, induction/orientation process;
- the quality of education provided;
- academic matters including student progress, assessment*2, curriculum and awards in a VET course of study;
- handling of personal information and access to personal records; and
- the way someone has been treated.

Appeal – dissatisfaction with a decision made by FMEDGE.

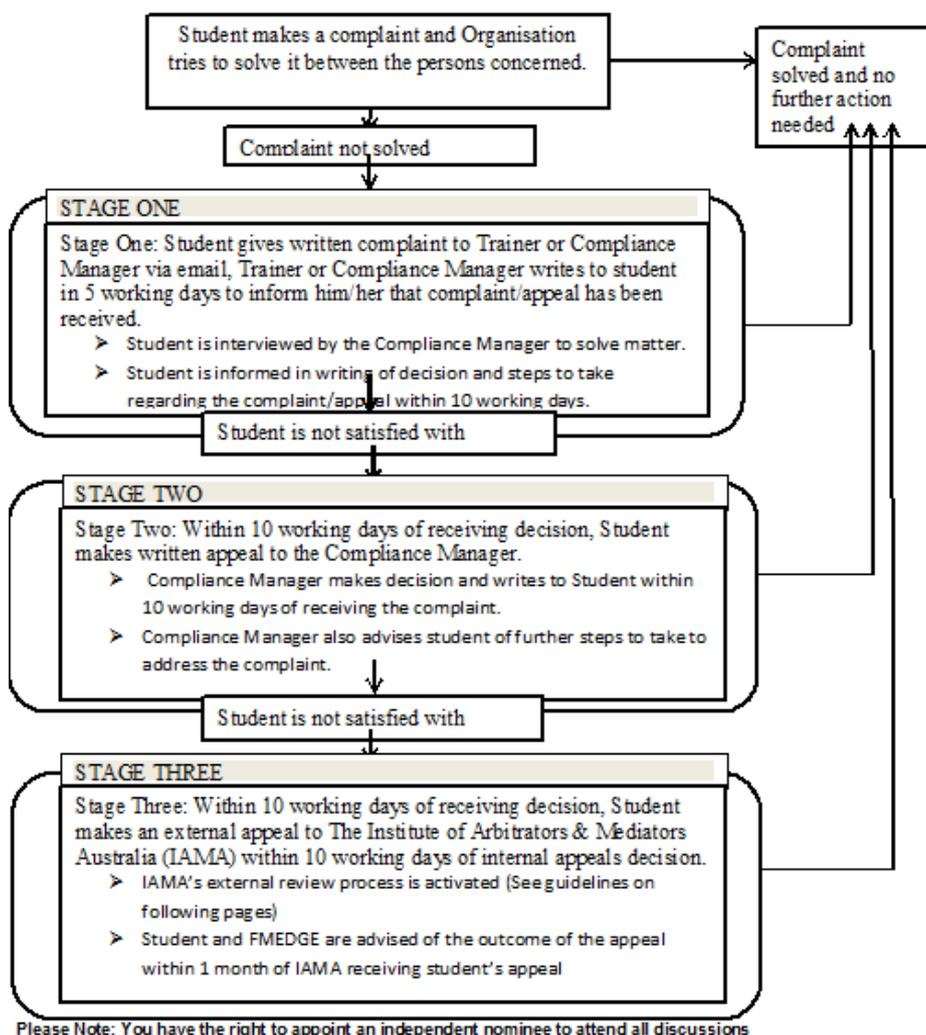
* Please note:

1. Students should note that a complaint about being awarded what the student considers an unsatisfactory result will only be actioned if the complaint concerns the process of assessment, not the result.

FMEDGE has a duty of care in ensuring that students study in a happy environment, free of coercion, unfair treatment or harassment. FMEDGE ensures that appropriate arrangements for the care of the students under the age of 18 are in place. Any circumstances caused by a fellow student or staff member, including, any abuse and/or bullying, or issue with the Organisation in general, which affect the wellbeing of any student, will be dealt with in a professional manner by the Organisation according to established procedures. FMEDGE has put in place a policy and procedure to address such issues as part of its quality service for students.

The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other policies or under statute or any other law. Nothing in these procedures limits the rights of individuals to take action under Australia's Consumer Protection laws. Also, these procedures do not circumscribe an individual's rights to pursue other legal remedies.

FlowDiagram of the Complaints and Appeals Process



The student's complaint or appeal will be dealt with promptly and the length of time involved may vary in accordance with the complexities of the case.

If the student is under 18 years of age, a copy of their complaint or appeal will be sent to their parent, legal custodian or suitable nominated relative or legal custodian and/ or care giver provider as applicable.

Under normal circumstances the student can expect at least a provisional written response within 10 working days of presenting their complaint and appeal.

If resolution takes longer, the student and, where applicable, their parent, legal custodian or suitable nominated relative, legal custodian and/ or care giver provider as applicable will be kept informed on the progress of the case.

The student will be provided with a written outcome on their case including reason(s) for the decision.

A copy of the outcome on the case would also be sent to the parent, legal custodian or suitable nominated relative or legal custodian and/ or care giver provider as applicable.

The student must maintain their enrolment throughout the complaints and appeals process.

The internal complaints and appeals services available to the student are free of charge.

External Appeal

If the student is dissatisfied with the outcome of their complaint or appeal at the end of the internal process, they may wish to have the matter dealt with through an external dispute resolution process facilitated by The Institute of Arbitrators & Mediators Australia (IAMA).

Nomination Request Fee is \$220, with 50% paid by you (\$110) and 50% paid by FMEDGE.

The student must lodge a request for mediation to IAMA via email and you will be required to complete the request form.

The form is available from IAMA and also reception and management.

Student Contact for IAMA:

student.appeals@IAMA.edu.au

Student's should not phone or go into an IAMA office under any circumstance.

Once IAMA has received your appeals form, they will contact you and FMedge to request all documentation.

IAMA will then send all your documents to an external reviewer.

The external reviewer will make the decision based on the documentation and forward decision to IAMA.

IAMA will notify the student (and FMedge) of the outcome of their appeal in writing within 1 month of receiving their form.

Recording Student Complaints and Appeals

Complaints that the student does not wish to formalise in writing should be recorded in the FMEF008 Diary Note to be forwarded to the Compliance Manager via enrolment@FMedge.com.au (where applicable).

Each complaint, appeal and its outcome is recorded on the Complaints and Appeals Register and copies of the FMEF006 Complaints and Appeal Form or FMEF008 Diary Note Form, and the recorded outcome are placed in the student's file.

Actioning Student Complaints and Appeals

Where the complaints or appeals process results in a decision supporting the student complaint, FMedge will within thirty days implement the required corrective/preventative action and advise the student of the outcome.

*For students under the age of 18 a copy of the outcome will be sent to their parent, legal custodian or suitable nominated relative or legal custodian and/ or care giver provider as applicable.

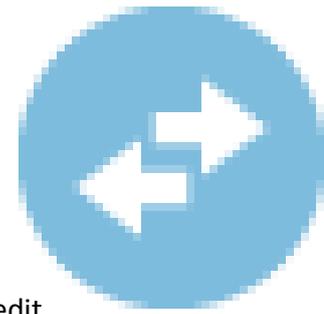
Record Keeping and Confidentiality

A written record of all complaints handled under this procedure and their outcomes shall be maintained for a period of at least five years to allow all parties to the complaint appropriate access to these records. Access to these records is based upon a written request to the Chief Executive officer. These records will be maintained in the student's file.

All records relating to complaints will be treated as confidential and will be covered by the Organisation's Privacy and Personal Information Policy.

CREDIT TRANSFER/ RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL)/ Credit Transfer is defined in the AQF as an assessment process that involves assessment of an individual's relevant prior learning to determine the credit outcomes of an individual application for credit.



All students who possess prior academic learning may submit evidence of such and apply for recognition. FMEDGE may award credit toward the achievement of their award for various forms of prior learning.

This policy applies to individuals enrolled in FMEDGE courses. The purpose of this policy is to provide a:

- process and framework for the provision of recognition services for FMEDGE courses
- service which is consistent with the Australian Qualifications Framework and the Standard for Registered Training Organisations
- fair and equitable means of recognizing an individual's education, skills and experience for the purpose of them obtaining exemptions into FMEDGE courses
- process to ensure academic standards are safeguarded.

Recognition of Prior Learning (RPL)/ Advanced standing/ Credit Transfer is defined in the AQF as an assessment process that involves assessment of an individual's relevant prior learning to determine the credit outcomes of an individual application for credit.

All students who possess prior academic learning may submit evidence of such and apply for recognition. FMEDGE may award credit toward the achievement of their award for various forms of prior learning.

This policy applies to individuals enrolled in FMEDGE courses. The purpose of this policy is to provide a:

- process and framework for the provision of recognition services for FMEDGE courses
- service which is consistent with the Australian Qualifications Framework and the Standard for Registered Training Organisations
- fair and equitable means of recognising an individual's education, skills and experience for the purpose of them obtaining exemptions into FMEDGE courses
- process to ensure academic standards are safeguarded.

FMEDGE has a range of method in which students may receive recognition for prior study completed.

National Qualifications Recognition (NQR)

The application process requires applicants to provide evidence of previous qualifications and statements of attainment.

The documents provided by the applicants are reviewed for course relevance and to check whether the applicant has completed any of the units of competency required for the course. Where an applicant has attained competency in a unit of competency with the same

unit code and name he/she is not required to train in that unit(s) and will be granted a credit transfer.

Credit Transfer (CT)

Where the applicant for a course provides evidence that they have completed a unit of competency for a similar unit of competency but either the unit code or the name differ from the required unit of competency, FMEDGE will investigate whether the unit of competencies are equivalent according to the relevant training packages. Where equivalence is determined the applicant is not required to train in the unit and a credit transfer result is recorded on the student record.

Where a gap is found between the unit of competency attained and the one required for the current course an RPL process may be undertaken to investigate whether further evidence would be sufficient to support the claim of competence.

Recognition of Prior Learning (RPL)

FMedge has an RPL tool kit which must be used to gather evidence required for an RPL assessment. This tool kit is provided to the applicants on request for an RPL assessment.

To recognise prior learning it is necessary to:

- ensure that candidates know that RPL provides an alternative pathway to course attendance
- determine in consultation with the candidate, the learning, skills and knowledge that the candidate is able to demonstrate against the learning outcomes or performance criteria of the course or qualification for which the candidate is seeking entry or the award of credit
- determine whether any further evidence is needed to support the claim of competence and arrange for appropriate additional learning experiences or gap training where appropriate
- conduct an assessment that confirms competence.

A task-based model for RPL

A process for RPL has been developed that promotes holistic, task-based assessment, and which focuses upon relating assessment activities to actual job tasks. The intention of this model is to streamline and simplify recognition processes for prospective candidates.

Preparation/information provision to candidate

In planning for any assessment, assessors need to provide adequate information prior to, throughout and after a training and assessment experience. They need to be fully aware of the needs of the candidate, any relevant workplace personnel and the requirements of the Training Package unit of competency or qualification.

Information is to be provided to the candidate about the assessment process. It will give particular advice regarding how the candidate can demonstrate their competence and any documentary evidence a candidate may wish to gather to support their application. Each industry has unique documents that can provide evidence of experience and competence.

However, the focus of the new streamlined holistic assessment process is to focus on demonstrated skills and knowledge and not to rely on documentary evidence as the main source of evidence.

Some examples of documentary evidence that can support the process include:

- licences
- brief CV or work history
- certificates/results of assessment
- tickets held eg forklift, crane etc
- photographs of work undertaken
- diaries
- task sheets/job sheets
- log books
- site training records
- pay slips
- membership of relevant professional associations
- references/letters/third party verification reports from previous employers/supervisors
- industry awards
- performance appraisals.

These items may be used to support the candidate's claim to competency throughout the RPL process. However, they should not be seen as a sole or sufficient determinant of competence, which is more properly and effectively assessed through interaction, dialogue and the practical demonstration of tasks.

Following this preparatory stage of providing information to the candidate about the assessment process, and determining the job tasks and any clustering of competencies appropriate for the candidate, four steps toward RPL assessment are recommended.

Step 1: self-assessment completed by candidate

Step 2: interview with assessor – either via phone or in person

Step 3: demonstration/observation of tasks

Step 4: provision of further supporting evidence

Application

The following table summarises application of each processes based on the evidence provided by the candidate.

Evidence	Process	Process type	Charges to candidate
Statement of attainment from an RTO with exact match of unit code and name	National Qualification Recognition	Administrative process	No Charge to student for applicable units
Statement of attainment from an RTO with slightly different unit codes or name of unit	Credit transfer	Assessment process	Charge for administration work in accordance with Fees and Charges policy
Result and Syllabus of formal course undertaken previously at any institution	Credit transfer	Assessment process	Charge for administration work in accordance with Fees and Charges policy
Informal course outcomes and content and/or third part reports, and/or samples of work	Recognition of prior learning	Assessment process	Charge for administration and assessment work in accordance with Fees and Charges policy

QUALIFICATIONS

Academic Transcript

The Academic Transcript is a full record of all of the units of competence which comprise the training program. It provides a listing of your assessment results for each unit of competency.

The following results are used to record Unit outcomes on the Academic Transcript:



Competent	The student has demonstrated competency in all learning outcomes for that unit, either through a learning or recognition pathway.
Not Yet Competent	The student has been assessed and has not demonstrated competency in all of the learning outcomes for an individual unit.
Withdrawn	The student has withdrawn after one quarter of the way through the unit and not completed all required learning outcomes.
Exempt	The student has been granted a credit transfer from studying the unit due to previous study.
Deferred	Result indicates that assessment has not been finalised or fees are outstanding.

Certificate

A certificate is issued when the student has completed all requirements for a credential as listed in the syllabus document. The certificate does not list the modules or units of competency completed (these are listed on the Transcript of Academic Record, which is issued at course completion).

Statement of Attainment

A Statement of Attainment is issued where candidates have partially completed the qualification. This may be done in two ways:

1. The Student is not competent in all units of competence required for the full qualification, or
2. A package of units has been delivered from an accredited and registered program.

The code and title of all units successfully completed by the student are listed on the Statement of Attainment.

Reissuing of Qualifications

If your Academic Transcript is misplaced or damaged, contact FMegde to order a replacement. You must complete the FMEF010 Qualification Statement of Attainment Reprint or Amendment Request for a copy of a certificate or statement of attainment. This protects your right to privacy by ensuring that information is disclosed only to the appropriate person.

YOUR PRIVACY

FMegde is committed to upholding the National Privacy Principles (NPPs).

- We will only collect information that is necessary to providing you the service we offer;
- We will collect information in a fair and lawful way;
- You will be told of why we are collecting it and who will have access to it;
- We will take reasonable steps to ensure that the information we keep regarding you is accurate;
- We will take reasonable steps to ensure that your personal information is protected from misuse, loss or unauthorised access or disclosure;
- You can make a request in writing to access any information we hold about you and we shall provide access, unless access will impact unreasonably on someone else's privacy;
- If there are mistakes in the information we hold about you, we will correct them;
- We will not ask you for a Tax File Number or a commonwealth "identifier" such as your medicare number;
- We will not request sensitive information about you. Sensitive information includes information about your health, political beliefs, religious beliefs and sexual preference.



FREEDOM OF INFORMATION

Individuals have rights of access to documents held by FMedge under the Freedom of Information Act. The Act is designed to guarantee individuals a legally enforceable right of access to records held by the organization, unless there are matters of public or private concern which need to be protected.



Applications may be made under the Act to:

- gain access to a document; and/or
- amend personal information;

A written application to access personal information under the FOI Act is only required where, in the opinion of the relevant section manager, the person seeking access would not as a consequence of normal administrative procedure, have access to the documents concerned.

An application under the Freedom of Information Act should:

- give an Australian address for correspondence;
- give enough information to identify the documents which the applicant seeks to access or amend

Before accessing personal documents, applicants must provide proof of identity for example, a birth certificate, driver's licence with a photograph, or a passport.

Should you have any concerns about your privacy please direct these to:

FMEDGE

PO Box 128

Portarlington Victoria 3223

Phone: +61 (0)3 8605 4844

Email: support@fmedge.com.au

WORKPLACE HARASSMENT, BULLYING & DISCRIMINATION

Harassment is any unwanted, unwelcome or any uninvited behaviour of a nature that makes the person feel humiliated, intimidated or offended. Harassment is unlawful under Commonwealth and State law if it is:

- Sexual

Or based on a person's

- Race (ethnic origin)
- Disability / impairment / physical features
- Gender
- Age
- Sexual preference / activities
- Political / religious beliefs
- Pregnancy
- Status as a parent or carer
- Marital status
- Personal association or
- Industrial activity (union membership or non-membership).

Bullying is repeated inappropriate behaviour may include one or a combination of the following:

- Abusive, insulting or offensive language by one or more persons to another or others;
- Behaviour or language that frightens, humiliates, belittles or degrades, including criticism that is delivered with much yelling and screaming;
- Inappropriate comments about a person's appearance, lifestyle, or their family;
- Teasing or regularly making someone the brunt of pranks or practical jokes;
- Isolation of employees from others
- Interfering with a person's personal effects or work equipment;
- Physical assault or threats; and
- Organisational behaviour that undermines treats less favourably or disempowers others. For example, overloading a person with work and setting timelines that are difficult to achieve, setting tasks that are beyond a person's skill level, deliberately denying access to information, consultation or resources, or unfair treatment in relation to accessing workplace entitlements such as leave or training.

Where bullying involves assault or threat of assault it may become a police matter.

Bullying does not occur where the employer is using their legitimate authority to direct and control how work is done, including monitoring workflow and giving feedback on performance. If an employee has obvious performance problems, these should be identified and dealt with in a constructive way that does not involve personal insults or



derogatory remarks. If an employee is dissatisfied with any management practices these concerns should be raised in a professional and courteous manner.

Each employee/ student has a right to work in a place that is free from harassment and discrimination. As well as being unlawful, harassment and discrimination adversely affect the wellbeing of individuals and the work environment. As such, harassment and discrimination will not be tolerated in any way.

FMEDGE recognises that harassment is unacceptable to employees as well as to the organisation. Therefore, harassment will not be tolerated at FMEDGE workplace, or whilst employed by the organisation but working off site. All persons responsible for any harassment will be disciplined.

This policy will accomplish the following objectives:

- Provide a workplace that is free from all forms of harassment, discrimination and bullying
- Identify some forms of harassment and discrimination
- Provide a set of procedures to follow for complaints

Harassment can range from relatively minor incidents to serious offences involving criminal charges being laid. FMEDGE is also liable for actions of employees in certain situations.

Employees may be sued personally for harassment. The individual, not the organisation, will have to pay any costs and/or penalties that arise from such a claim.

1. Sexual Harassment

Unwelcome and uninvited behaviour of a sexual nature that offends, humiliates and/or intimidates another person, this may include:

- Unnecessary physical contact, e.g. patting, pinching, putting an arm around someone;
- Sexual suggestions or continual requests for dates;
- Suggestive comments about a person's appearance or body;
- Sexual jokes and insults or taunting based on gender;
- Leering, wolf whistles, catcalls, obscene gestures;
- Open display of offensive or pornographic poster, pictures, photographs, written material and objects including screen savers
- Unwelcome comments about a person's private life;
- Indecent exposure, sexual assault or rape (these are also criminal offences);
- Unwelcome email which may relate to all of the above.

2. Racial Harassment

Language and/or behaviour that is negative about the colour or racial, ethnic or cultural backgrounds of people (or groups of people) is unacceptable. This may include:

- displays of offensive racist materials;
- jokes, verbal abuse, offensive gestures based on race
- offensive references to a person's racial, cultural or ethnic background

3. Disability Harassment

Language and/or behaviour based that is negative on the disability of a person or a group of persons. This may include:

- displays of offensive material based on disability;
- jokes or derogatory comments about the person's disability;
- intimidation or verbal abuse aimed at a disability of a person;
- Irrelevant references to a person's disability.

Other forms of Harassment

Some other examples of behaviour that may include harassment include the following. Jokes, derogatory, comments or verbal abuse about a person's gender, age, sexual preference, political/religious beliefs, pregnancy, status as a carer, marital status, personal association or industrial activity (union or non-union membership, name calling, physical threats or other types of workplace bullying and workplace pranks).

It is important recognise that behaviour or comments that may not offend one person may be unwelcome or offensive to another. A minor offensive behaviour done repeatedly can become harassment. Harassment can be done by anyone - a manager, co-worker, contractor, service provider, client, student or customer.

All employees have to recognise the cultural difference among employees at FMEDGE. What may be acceptable to one cultural group may be totally unacceptable to another cultural group.

What Sexual Harassment is not

Sexual harassment is not behaviour that is based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated it is not sexual harassment.

Responsibility

Every individual employed by FMEDGE is entitled to work and enjoy company functions, such as social gatherings and training programs, in an environment free from harassment. It is the organisation's responsibility to ensure that:

- a clearly defined and up to date harassment policy exists;
- all employees, students, contractors and external visitors know and understand the policy on harassment, and that correct and professional behaviour is expected from them;
- effective complaint procedures exist so that any harassment complaints are treated fairly and promptly
- the organisation's harassment policy in all work areas is known
- an environment is created free from harassment

Employee's/ Student role

Each employee/ student must ensure that they do not engage in harassing behaviour towards other colleagues, subordinates, s, departmental and senior managers, contractors and other external contacts. Employees/ students should be aware that they can be held legally responsible for their unlawful acts. Employees/ students who aid, abet or encourage other persons to harass can also be held legally liable.

Managers and Trainers role

Manager's and trainers have an important role in the prevention of workplace harassment. Firstly, managers and trainers must ensure that they do not harass employees, students, other managers, clients or customers. Secondly, managers and trainers must ensure that their staff understands this policy. When they observe discrimination or harassment, they should take steps to stop it and warn the person of the consequences if the behaviour continues. If a person approaches them with a complaint about harassment, they should take appropriate steps to resolve it. If this is not possible or inappropriate, then the Compliance Manager should be informed.

PLAGIARISM POLICY

FMEDGE delivers programs which are nationally recognised. FMEDGE issues qualifications which have credibility in the marketplace within the regions we deliver in.

The desire to do better is an admirable pursuit in prospective or new employees but this may on occasions, drive a student to act fraudulently when writing and submitting assessments. This is often done through plagiarism.

Plagiarism can arise from failing to understand research methodology and referencing systems, dishonest attempts to use and obtain recognition for another person(s) work and / or poorly referenced work.

To plagiarise is to take and use the thoughts, ideas, inventions, music etc of another person(s) and present it/these as one's own.

FMedge aims to minimize plagiarism by:

- a) supporting staff and students in identifying and acknowledging the difference between:
 - i) Knowledge that is learned, acquired or found;
 - ii) Knowledge or information that is a creation or application of someone else's work (original source material) and
- b) Informing students of FMEDGE Plagiarism Policy.

* The policy also seeks to ensure that FMEDGE can meet its obligations as an RTO and to reassure students and other stakeholders that assessments of students are not affected by plagiarism.

* This strategy enhances fair and ethical practice for those engaging in student assessment or discipline activities; it also alerts staff and students to their responsibilities in relation to plagiarism. Identify and define ethical issues in research and reporting; including copyright, referencing, bibliographies, citations etc.

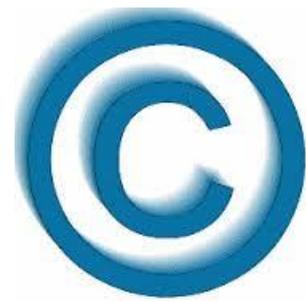
FMEDGE is committed to ensuring that all of its activities comply with the Standards for Registered Training Organisations 2015 status and comply with Australian Information Literacy Standards 2004 and Copyright Amendment (Moral Rights) Act 2000.

The Organisation is committed to consultation and cooperation between management, staff, students, regulatory authorities and the community.

Objectives

The objectives of the FMEDGE's Student Plagiarism Policy, procedures and related strategies are to:

- * Identify and define ethical issues in research and reporting; including copyright, referencing, bibliographies, citations etc
- * Facilitate students' achievement of information literacy competence
- * Provide readily accessible references and tools for staff and students to prevent and manage plagiarism



- * Provide appropriate training and induction for members of staff charged with implementing the Student Plagiarism Policy in order to maintain consistency in the way it is implemented. This includes guidelines for writing and conducting assessment events and assessment of student group research projects.

Implementation

- * See flowchart “FMEDGE Student Plagiarism Procedure”

Management

Our management have leadership responsibility for the application of the Student Plagiarism Policy by:

- * Outlining to trainers & assessors their responsibility under the Student Plagiarism Policy.
- * Informing students about FMEDGE expectations regarding the submission of assessment events, breach of discipline and possible penalties.
- * Ensuring each student is provided with information (Student Information: Plagiarism Handout) which includes information on Plagiarism and the FMEDGE Student Handbook.
- * Counselling students and collaborating with management to determine whether corrective or disciplinary action is appropriate when plagiarism breaches occur.

Trainers & Assessors

Are responsible for:

- * Applying the Student Plagiarism Policy and providing the Student Information: Plagiarism Handout and Student Handbook.
- * Counselling students and collaborating with management to determine whether corrective or disciplinary action is appropriate when plagiarism breaches occur
- * Recording breaches in student notes/files
- * Arranging support services such as tutoring, counselling and to assist students to achieve competence in information literacy.

Students

Students are required to:

- * be aware of their responsibility in regard to Plagiarism as per the Student Handbook
- * Reference all assignments for submission appropriately
- * Seek advice and support from FMEDGE Trainers & Assessors.
- * Students may make submissions about alleged breaches. (FMEDGE005 Complaints and Appeals Procedure Policy)

Actions and Penalties

If any form of academic dishonesty has occurred, one of the following actions may be taken or penalties imposed:

INTERNET USAGE POLICY

The purpose of this policy is to outline and provide a general guide on mitigating:

- Risk of identity theft
- Threats to FMEgde students and FMEgde from the 'grooming' of students, especially students under 18
- Risk of scamming associated with social networking sites



Online Grooming is where an individual, through words and actions, attempts to lower another individual's (often a child or younger person) inhibitions regarding sexual activity by identifying with another person's interests, making them the focus of their attention, and in particular making the recipient of their attention believe that they are their 'special friend'.

Online chat rooms and/or social networking sites are a particular target.

Various jurisdictions around Australia have or are in the process of introducing or strengthening laws on this issue e.g. Crimes Amendment (Grooming) Act 2014 in Victoria.

The Act amends the Crimes Act 1958 by inserting a new offence of grooming for sexual conduct with a child under the age of 16 years and makes consequential amendments to other Acts.

New section 49B(2) provides that a person of or over the age of 18 must not communicate by words or conduct with a child under the age of 16, or a person under whose care, supervision or authority the child is, with the intention of facilitating the child's engagement or involvement in a sexual offence with that person or another adult. It is not necessary that the child respond to the communication. A maximum penalty of 10 years imprisonment applies to this offence.

Scamming is a fraud or a swindle. Increasingly, it is used to describe a fraud originating through a communication channel e.g. phone or the internet. Scamming is very common. For example, in 2012 Curtin University Business School undertook a national survey project to investigate the prevalence of scams committed against small businesses in Australia. Of the 192 small business survey participants, more than 70 per cent may have wasted time and/or money thwarting a scam attempt, 12 per cent lost money to a scam. The research also indicated that the more online activity and e-commerce a firm undertakes, the higher losses are likely to be.

Dating/relationship scams, often run by experienced criminal networks, involve the development of a strong relationship with the victim, often over weeks or months, before asking for money to help cover costs associated with illness, injury, a family crisis or to travel to see them. This scam type commonly involves the scammer trying to exploit their victim's emotions. Dating/relationships scammers often approach their victims on legitimate websites and then quickly attempt to move the victim away from the security of the website, communicating through other methods such as email.

Identity theft is a growing crime in which the offender/imposter obtains key pieces of personal information (e.g. address, birth date, driver's license, and student numbers) in order to impersonate someone else, usually for criminal purposes.

Cyber bullying is the use of mobile phones, instant messaging, email, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone. The term is also used to describe the electronic posting of mean-spirited messages about a person (such as a student), often anonymously.

FMEDGE conforms to the requirements of the Commonwealth Privacy Act, and the privacy requirements of the respective state jurisdictions (see FMEDGE Privacy Policy).

Mitigating risk of identity theft

Identity theft and unauthorised data use is a growing online safety concern among students and the wider public. In order to provide appropriate levels of security for students and to protect FMEDGE from reputational risk in the changing digital environment with its growing security complexities, FMEDGE needs to consider this issue in the development of its policies and procedures particularly in public facing areas. It also has the responsibility of according with the letter and spirit of the Privacy Act which has as its intent protection from misuse of personal information.

Appropriate security checks have been implemented for students who contact FMEDGE either by phone or electronically (including by email and through the FMEDGE website), but the increasing use of outbound campaigns highlights FMEDGE's responsibilities to establish its bona fides, and assure data security while conducting such campaigns.

While FMEDGE is clearly acting within the law when it conducts outbound campaigns to students who have given permission to be contacted commercially, care needs to be taken when contacting such students that personal information is not revealed inappropriately.

In order to protect students against potential identity theft, the following principles should apply when making outbound contacts:

- The source of the contact should be clearly identified.
- Personal information e.g. birth date, email address (in the case of phone calls), Student ID, citizenship and enrolment details should not be provided to the contact recipient.
- Contacts should be offered the opportunity to contact FMEDGE, preferably through a publicly advertised phone number.
- In case of a student wishing to seek further information relating to existing enrolment, the compliance manager will verify them before taking the discussion any further.
- If a student wishes to seek confirmation whether this call is made by FMedge it is preferable to leave an email ID and Caller ID for verification by the student.
- If a student wishes to know why we are contacting them and the source of his/her contacts details from, advice concerning commercial permission given by students

should be provided, indicating that as part of initial registration the student has agreed to receive such information.

Cyber bullying and harassment

Students are encouraged to report instances of bullying and harassment.

Grooming

The various jurisdictions around Australia have or are progressively tightening the law concerning grooming, particularly for students under 16, by introducing or passing legislation that makes it a crime whether in person or online, including the grooming of families and parents. While the laws focus on the offenders themselves and not on the organisation through which an offender might participate in grooming, FMEDGE is committed to the protection of its students from grooming activities and any online harassment.

It does this by:

- Providing advice about online safety while supporting and encouraging collaboration across student cohorts who do not know each other.
- Enforcing a Bullying and Harassment policy which allows FMEDGE to restrict student enrolment or online access to FMEDGE provided services.
- Supporting providers in their policies restricting staff access to FMEDGE students under 16 to staff who have working with children clearance.

Scamming

Two of the major sources of scamming are phone contact and email contact. FMEDGE provides advice about avoidance of scamming (See Appendix A) as part of its online safety policy, and has instituted processes to ensure that its students are clear about the authenticity of any outbound contact from the organisation.

Safety while studying on the internet

As part of online learning you will be participating in online discussion and activities with fellow students via the LMS. This is a vital and valuable part of learning and you are encouraged to take up the opportunity to enhance your learning through the proven benefits of social collaboration. However, there are some precautions that it is important that you take.

Though you are in a generally safe environment, it is important that you still remain on your guard against identity theft, scamming and harassment. Sometimes people who have been scammed, had their identities stolen by a criminal or harassed have inadvertently contributed to this by sharing too much information, including posting too much personal information about themselves on the internet, particularly on social networking sites.

Our advice is that you don't post personal information that can be used to identify you personally, such as your date of birth, address, telephone number or email account details, in your study-related chat rooms or social networking sites. We do not advise that you arrange to meet fellow students in person or communicate with them privately unless you already know them and trust them.

Some online safety tips are:

- Don't post too much information online.
- Be careful about publishing your photo online.
- Don't publish your email address. It can be used to scam you.
- Make sure social networking profiles are private.
- Limit online friends **outside your study group itself** to only those you actually know.
- Don't answer personal questions with too much information when responding to questions over the internet or when using instant messaging, chat rooms or blogs.
- Be careful in choosing user names. Do not choose anything that reveals gender, location, email address or age.
- Remember people aren't always who they say they are.
- Be aware that professional scammers exist who may try to use a legitimate study activity as a cover for their activities.
- If anyone suggests contact privately outside your study activities, be very cautious. It is a good idea not to follow up on such suggestions.
- Be very careful about publishing photos online or sending them via phone.
- Beware of any email you get where you can't identify who it came from.
- Do not click on a link in an email. Rather open a browser and type the address.
- If anyone asks you for money, bank details or similar, cease all contact with that person.
- Go to the various websites (named below for reference) to find out more about how to protect yourself online:
 - <http://www.staysmartonline.gov.au/>
 - <http://www.cybersmart.gov.au/>
 - <http://www.acma.gov.au/Citizen/Stay-protected>

If anyone tries to bully, harass or make inappropriate suggestions to you as part of your studies do not hesitate to contact FMEDGE at support@fmedge.com.au