



Induction Booklet

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Introduction

This Induction Booklet is designed to assist you in understanding, achieving and recording your competence – it provides information for all learners enrolled in nationally recognised training with Aspin. You have received it because you are enrolled in a qualification, unit or units of competency with ASPIN.

In order to receive a nationally recognised award for a qualification, or statement of attainment for units of competency, you must demonstrate you can perform the skills and apply knowledge to the standard described.

Training may not always play a part in this process; if you can demonstrate that you already are competent you may be able to receive credit for that particular unit of competency. The latter sections of this document explain this further.

Overview of Aspin

Aspin is a Registered Training Organisation (RTO21756), established in March 2006.

The RTO delivers in-house training to government departments, companies and Health, Community organisations across Australia and individuals from the public. Qualifications in business, leadership, management, IT, and training and assessment are delivered in blended, e-learning and face to face modes appropriate to the needs of staff. We deliver accredited training to individuals via Face to Face Workshops and an Online Training Portal (Moodle).

Course Overview

BSB20207 Certificate II in Customer Contact

This qualification reflects the role of the individuals who perform a range of mainly routine tasks, using limited practical skills and fundamental operation knowledge at an entry level role in a customer contact context. They work under direct supervision.

Job roles include:

Call/ Contact Centre Agent, Customer Service Representative, Telesales Representative

BSB20207 Certificate II in Business

This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision.

Job Roles include:

Administration Assistant, Clerical Worker, Data Entry Operator, Information Desk Clerk, Office Jnr, Receptionist.

BSB30207 Certificate III in Customer Contact

This qualification reflects the role of skilled operators who apply a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

Job Roles include:

Call/ Contact Centre Agent, Customer Service Representative, Senior Customer Service Representative and Telesales Representative.

BSB30107 Certificate III in Business

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

Job Roles include:

Customer Service Advisor, Data Entry Operator, General Clerk, Payroll Officer, Typist, Word Processing Operator.

BSB40207 Certificate IV in Business

This qualification reflects the role of individuals who use well-developed skills and a broad knowledge base in a wide variety of contexts. They apply solutions to a defined range of unpredictable problems, and analyse and evaluate information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

Job Roles include:

Administrator and Project Officer.

BSB40807 Certificate IV in Frontline Management

This qualification reflects the role of individuals who take the first line of management in a wide range of organisational and industry contexts. They may have existing qualifications and technical skills in any given vocation or profession, yet require skills of recognition in supervisory functions. Typically they would report to a manager. At this level frontline managers provide leadership and guidance to others and take responsibility for the effective functioning and performance of the team and its work outcomes.

Job Roles include:

Coordinator, Leading Hand, Supervisor, Team Leader

BSB50207 Diploma of Business

This qualification reflects the role of individuals with substantial experience in a range of settings and who are seeking to further develop their skills across a wide range of business functions. This qualification is also suited to the needs of individuals with little or no vocational experience, but who possess sound theoretical business skills and knowledge that they would like to further develop in order to create further educational and employment opportunities.

Job Roles include:

Department Manager, Program Consultant, Program Coordinator

BSB51107 Diploma of Management

This qualification reflects the role of individuals who are engaged to manage the work of others or to add value to or review management practices. Their role may be in any industry or organisational setting. Typically people in these roles will have considerable experience in their respective industries or vocational areas and couple an informed perspective of the specific work requirements with their managerial approaches. The BSB51107 Diploma of Management requires a sound theoretical knowledge base and managerial competencies to plan, carry out and evaluate own work and/or the work of a team.

Job Roles include:

Department Manager, Program Consultant, Program Coordinator

TAA40104 Certificate IV in Training and Assessment (full and bridging course)

This course is the required minimum qualification in Australia to train and assess. We also deliver the upgrade from the old Certificate IV in Assessment and Workplace Training.

Job Roles include:

Trainer, Training Co-ordinator

What is competency?

Competency occurs when the required skills, knowledge and attitude exist for a person to perform a particular task in the workplace to the standard expected by the industry or enterprise.

Competency-based assessment involves an assessor making judgements about evidence of competence demonstrated or collected by a student.

What are competency standards?

Competency standards are components of nationally recognised endorsed Training Packages and are made up of various units of competency. These have been organised according to various job functions and are developed through intensive consultation with industry practitioners. The competency standards currently offered by Aspin come from the Business Services Training Package and the Training and Assessment Training Package.

What is a unit of competency?

A unit of competency is a discrete set of related skills and knowledge for a particular industry, or cross-industry, application brought together into a common format. In summary each unit of competency includes:

- a unique title and code that describes the job function or role it covers
- elements of competency are the building blocks that make up the competency
- performance criteria and evidence guides which are the components against which your performance is judged in assessment.

Groups of units are packaged together to make up nationally recognised qualifications – so, if you gain a range of units over time, these may build to a vocational education and training qualification.

The units of competency offered by Aspin can be downloaded in full from www.ntis.gov.au. The web site www.training.com.au also provides a range of information on Training Packages, units of competency and nationally recognised training.

What units Accredited Courses are offered by ASPIN?

Aspin is registered to provide nationally recognised training and assessment services in the following qualifications:

1. BSB50207 Diploma of Business
2. BSB40807 Certificate IV in Frontline Management
3. BSB51107 Diploma of Management
4. TAA40104 Certificate IV in Training and Assessment
5. BSB50207 Diploma of Business
6. BSB40207 Certificate IV in Business
7. BSB30107 Certificate III in Business
8. BSB20107 Certificate II in Business
9. BSB30207 Certificate III in Customer Contact
10. BSB20207 Certificate II in Customer Contact

What does assessment involve?

Assessment is the process of gathering evidence to determine your competence against a unit or units of competency. A qualified assessor plans the assessment against these units, not your personality, and conducts the assessment. The assessor is also required to record the process and be fair, flexible and honest.

Generally, there are four stages to the assessment process:

Establishing the purpose of the assessment

This involves determining whether assessment is to:

- recognise existing skills,
- determine training needs, or
- sign off for a unit of competency or qualification.

Planning the assessment

This involves the collection of evidence through consultation between the assessor and yourself. A formal Agreement to Proceed is signed including when and where assessment will be conducted.

Online assessment

Students may, if studying online, provide assessments in the Learning Management System. The assessor will then provide feedback within the LMS.

Conducting the assessment

If you are ready for assessment, the assessor will conduct it using a variety of evidence sources such as observation, demonstration, testing, questioning, workplace projects, documents, certificates.

The assessor will then make a decision and give you feedback. It may be that you will need to provide additional evidence before a decision can be made. The assessor will then complete the required paperwork to issue you with a record of your assessment and Statement of Attainment. These records are then stored in a secure and confidential file for future reference.

Reviewing the assessment

The assessor will review the assessment to ensure that they have met the requirements of validity, objectivity, reliability, authenticity, sufficiency, currency and consistency – and sometimes will do this with other assessors.

Assessment appeals

Should you disagree with the outcome of your assessment, you can appeal the decision by contacting your assessor and discussing the issue. If this does not work for you, you can write to the Director of Aspin Pty Ltd outlining the situation and reasons for the appeal. Your issue will be read and you will receive a prompt reply within 5 working days to allow for an internal investigation to take place.

In the event of an appeal, Aspin will provide an opportunity for a review conducted by an independent assessor. This process will be documented and you will be given feedback on the outcome.

RPL / Credit Transfer / Recognition of Qualifications issued by other RTOs

If you already have been awarded the units of competency by another Registered Training Organisation (RTO) this will be recognised by ASPIN.

If you cannot claim a credit transfer and if you feel you are already competent, you may apply for recognition of this. To obtain recognition for a unit of competence, you will need to collect evidence of your competency and present your portfolio to one of our assessors. This process is known as Recognition of Qualifications issued by other RTOs or Recognition of Prior Learning (RPL).

Why apply for RPL / Credit Transfer / Recognition of Qualifications?

You can apply for any units of competency for which you can demonstrate your competence, without undergoing training. Where you have achieved competency in another RTO you may also apply for a credit transfer where applicable.

Collecting evidence

In all assessment, including Recognition of Qualifications issued by other RTOs, evidence must be:

- **valid** (or relevant) - your evidence must focus on and be directly relevant to the broad range of knowledge and skills (and their application) in the performance criteria and evidence guides in the relevant unit of competency. There must be a logical sequence between the evidence and the performance criteria.
- **sufficient** - you must collect enough evidence to satisfy the assessor that you are competent across all aspects of the unit or units of competency. The range statement and evidence guide in the unit will help you here.
- **current** - the assessor must be satisfied that your competency is current and you can still perform the task.
- **authentic** - the assessor must be satisfied that the evidence that you submit relates to you and not some other person. To ensure that your evidence is authentic, we would like your supervisor or reliable third parties to verify any indirect evidence that you submit. We may also ask you questions during an interview.

Types of evidence

Direct evidence of a student's performance is gathered by an assessor. For example, observing workplace performance or asking questions about work during an interview.

Indirect evidence is evidence submitted by you. This could include work samples, course documents, assessment materials, reports, certificates, qualifications and video or audiotapes.

Supplementary evidence is evidence from a third party or other sources. This could include supporting statements from supervisors and peers, feedback from clients, reports from subordinates, testimonials.

Remember that in order to be assessed as competent in a unit, your evidence, in all its forms, must satisfy all the stated elements and performance criteria for that unit. Should this not be possible, you will be required to undertake training for the unit in a course of study.

Who will be conducting the assessment?

You will be assessed by a qualified assessor who holds the qualification Certificate IV in Assessment and Workplace Training or Certificate IV in Training and Assessment and who is competent in the units of competency you are being assessed against.

What if I disagree with their decision?

Should you disagree with the outcome of your assessment, you can appeal the decision by contacting your assessor and discussing the issue. If this does not work for you, you can write to the Director of Aspin Pty Ltd outlining the situation and reasons for the appeal. Your issue will be read and you will receive a prompt reply within 5 working days to allow for an internal investigation to take place.

In the event of an appeal, Aspin will provide an opportunity for a review conducted by an independent assessor. This process will be documented and you will be given feedback on the outcome.

Is the assessment process reviewed?

Aspin regularly reviews the assessment process, tools and evidence required against the principles of validity, reliability, flexibility and fairness. This is done with a range of assessors assessing against the same units of competency.

The assessment process is reviewed to ensure consistency in evidence interpretation and that the assessments are in line with Australian Quality Training Framework requirements.

Students' and assessors' feedback taken from feedback sheets and discussions are used in this review process. A full system audit of Aspin is conducted annually.

What about the confidentiality of my evidence and records?

Aspin uses processes to protect your privacy. All hardcopy evidence gathered is treated with strict confidentiality and in line with the Privacy Act requirements. Electronic records are protected with passwords and backed up daily to ensure integrity. These will be kept for a minimum of five years. However, your results will be archived for 30 years to enable the re-issue of your qualification or statement of attainment. Hard copy records are stored in a safe and secure file.

Access to your records is restricted to the assessor and Aspin staff unless you provide written authorisation to release this information to a third party. If you require access to your records contact the Administration Officer at Aspin. You must formally authenticate your identity (passport/drivers licence/birth certificate) to gain access to your personal records.

How will I know the result of the assessment process?

The assessor will aim to give you timely results and feedback. You will either be deemed **Competent** or **Not Yet Competent**.

Once you have been deemed Competent, the assessor will complete your documentation. Where you are deemed Not Yet Competent in a unit or units, you will be offered a feedback session that may be in an interview or in another negotiated process. You may need to provide additional evidence. This will be negotiated with you.

How many times can I be reassessed?

There are no restrictions on the number of times for reassessment. However, if you are deemed Not Yet Competent after your second assessment, Aspin will require you to undertake further training or to complete some agreed tasks. Reassessment will follow to ensure you are competent.

Preparing for your RPL / RCC Interview

- Look at each of the units of competency and decide if there is a match with your existing skills and knowledge.
- To confirm your decision, look at the elements of competence, performance criteria and the evidence guide for each of the likely units more closely. Does your previous experience and current competencies still appear to match the requirements?
- Collect and document evidence for the units you have chosen.
 - Note whether you have evidence in a suitable form already, or whether you will have to collect it.
 - Relevant people may be required to verify that products you submit as evidence were produced by you.
 - Jot down relevant things that you already know or have done recently. You could talk with a colleague, or supervisor, and brainstorm ideas together. Hopefully, they will ask you questions such as: 'Remember when you did...?', 'Didn't you assist with ...?'.
- Prepare an up-to-date Curriculum Vitae, or Résumé, with related examples such as:
 - significant projects you have undertaken or managed,
 - significant products you have developed,
 - professional documents such as qualifications, result notices, diary extracts, or membership of professional organisations, and,
 - relevant life experiences not associated with your paid work.

Some important points

Providing evidence is not simply a matter of gathering as much evidence as possible and leaving it to the assessor to sort it out. You should provide annotations to demonstrate how the evidence is relevant to the competency and why the specific examples have been included.

- Write a supporting statement to show how your experience relates to the particular unit.
- Collect supporting statements from your supervisor, colleagues, team members, clients or customers if required.
- Collect copies of small documents, or sections that are relevant to the unit and have your supervisor, or reliable third party, verify them as your work.

Units of competency may overlap with each other. If they do, you may find that the evidence you present for one unit can be used for another unit as well.

Complete the interview by explaining your evidence and providing answers to the assessors' questions. You may bring a support person to the interview if you wish.

Students with specific needs

Aspin has identified support services for students who have specific learning or assessment needs because of a disability or cultural or linguistic background.

The services could relate to:

- support in assessment/RCC
- reasonable adjustment in training and assessment
- advice and support in researching and writing the application
- support in finding a workplace mentor/buddy.

To have your needs met, please bring them to the attention of the Director. You could bring this to the assessor's attention at any time in person to the assessor. Your needs will be discussed in confidence and we will attempt to meet your needs within the limitations of our resources in order to enhance the opportunities for you to learn and succeed.

Access and Equity Policy

Access generally refers to the ability to enter training. Improving access might include improving physical access to a training venue, ensuring that selection criteria do not discriminate against clients, adapting marketing activities to encourage all clients and so on. Access issues form a sub-set within equity issues.

Equity is a term used to cover issues relating to access to VET, participation in VET, and achievement of outcomes in VET. Equity issues range from providing a supportive learning environment to adjusting assessments to meet individual circumstances, from policies on fee reduction to development of inclusive training materials. Basically equity refers to the ability to achieve results in training and to receive training in an inclusive environment with inclusive materials.

A useful definition of diversity is 'the quality of being different and unique at an individual or group level'. Diversity may be talked about in relation to ethnicity, culture, gender, race, age, functional diversity, personality and learning styles. Recognising and valuing diversity means creating and sustaining an environment in which everyone can achieve his or her full potential.

Standard 6 in the AQTF is the only standard headed up with the words "access" and "equity". However, any RTO wishing to meet the Standards will need to consider equity issues within them (for example, equity policies for Standard 1, anti-discrimination legislation for Standard 2, fair and equitable assessments for Standard 8 etc.)

What anti-discrimination legislation should I know about?

RTOs must comply with relevant State/Territory legislation, as well as the following Commonwealth anti-discrimination legislation:

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Human Rights and Equal Opportunity Act 1986

- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 1984

Equity is not about treating everyone the same. It is about ensuring that all people and groups of people participate and have the opportunity to build on their potential, make choices and receive responsive and appropriate products and services.

To put it another way, the destination for all learners is the same (demonstrating competence to the standard required) but the journey may be different. For example, some learners may gain their qualification through skills recognition, while others may complete the training before being assessed. Some learners may need more time than others, for example because of family responsibilities or because they are mature aged learners returning to learning after a long break.

RTOs can ensure this by being flexible and responsive and avoiding the 'one size fits all' solution to training and assessment.

The AQTF does not ask for evidence that you treat your learners the same. It asks for evidence that you respond to the individual needs of learners so that you maximise their opportunities to achieve their competencies.

Have you ever wondered what your responsibility is to help ensure that learners with disabilities are not disadvantaged and able to participate in training and education to the same extent as the rest of the community? Well, you will be pleased to know that the "Disability Standards for Education" have now been finalised. These standards clarify what learners with a disability can reasonably expect from a training provider (RTO).

The standards set out how education and training should be made accessible for learners with a disability, focusing on:

- enrolment procedures,
- participation,
- curriculum development, accreditation and delivery,
- learner support services, and
- elimination of harassment and victimisation.

You'll find that the rights and entitlements of learners, and the training providers' legal obligations, are highlighted and explained in the available documentation. In addition to the standards themselves, you can also read through the Guidance Notes, which provide additional explanatory material, including background information and comment, to assist you in interpreting and complying with the Standards in your own workplace context.

To view the standards, you can visit the Department of Education, Science and Training website.

Vocational and Technical Education

More information about the VTE system is available at <http://www.training.com.au/>

The Australian Vocational and Technical Education (VTE) system is recognised as among the most sophisticated in the world because it is:

- Industry led - employers and industry representatives define what outcome is required from training.

- National - the system is jointly managed by state, territory and Australian governments.
- Client focused - it is flexible and relevant and responsive to client needs.

The fundamental elements of the system are:

- the Australian Qualifications Framework (AQF)
- the Australian Quality Training Framework (AQTF)
- registered training organisations (RTOs)
- state and territory registering authorities

The Australian Quality Training Framework

The AQTF is the basis of the nationally consistent high quality VTE system. It consists of two sets of nationally agreed standards:

- standards for registered training organisations
- standards for state and territory registering and course accrediting authorities.

The adherence by training providers and registering authorities to these two standards will ensure a nationally consistent, high quality training system.

Registered training organisations - Training organisations must meet AQTF standards to become registered. Only Registered Training Organisations (RTOs) can issue AQF qualifications and deliver accredited training and assessment. Aspin Pty Ltd is a Registered Training Organisation.

Qualifications

Training Packages can incorporate the following six qualifications:

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification.

Recognition

Under the AQF, any qualifications you do must be recognised by all other Registered Training Organisations in Australia, and pathways into higher education are available to you. You can discuss this with the Director and/or find independent advice at <http://www.training.com.au/>

Student Complaints, Grievances and Appeals Policy

Preamble

- 1 Students of ASPIN – RTO have the right to present a complaint or grievance and to appeal any decisions (including assessment decisions), and to be treated fairly in the process.
- 2 We support informal processes to resolve issues wherever possible, but also have processes to deal with formal complaints, grievances and appeals.

- 3 In dealing with complaints, grievances and appeals ASPIN – RTO will involve complainants in decisions about how to resolve issues, give them reasonable notice of any processes and ensure our decisions are unbiased.
- 4 We will treat all complaints, grievances and appeals in confidence, involving only those who need to know, and only with the complainant's permission.

Making a Complaint

- 5 If students are dissatisfied with any aspect of their participation, they should first discuss it with their trainer or assessor, or if this is not appropriate with the Training Manager.
- 6 We require all staff and contractors who receive complaints and grievances to attempt to resolve them in a constructive, confidential and timely manner, using processes agreed by the person bringing the issue to them.

Informal Complaints Process

- 7 An informal process would firstly involve meeting with your trainer, assessor, or the Training Manager to discuss the problem and identify any options for resolution. This may involve that person helping the complainant to identify the problem and possible solutions or helping to deal with any others involved.
- 8 If complainants are not satisfied with the outcome of an informal process, or if you find it difficult to approach people informally, they may submit the issue in writing to the Training Manager and it will be read.

Formal Complaints Processes

- 9 Formal resolution of a complaint, grievance or appeal involves the following steps.
- 10 Formal complaints, grievances and appeals must be made in writing to the Training Manager.
- 11 That person will record full details of the issue, including defining the problem, taking details of others involved and any informal processes already undertaken, recording any relevant events and dates and any suggestions about how the issue could be resolved. Confidentiality and secure records will be maintained.
- 12 Processes for resolution will be discussed and agreed with the person who brought the complaint, grievance or appeal.
- 13 The agreed processes will be acted on. It will be conducted in a timely manner as per the timing schedule (5). All people involved in the process will be treated fairly and reasonably. While the preferred approach is an open, consultative one, sometimes mediation may be required. In that case, an independent person will be appointed. Where the issue is about an assessment decision, a re-assessment with another assessor will be offered. The person bringing the complaint, grievance or appeal has the right to be supported by a person of their choice during the process.
- 14 Once a decision has been agreed, it will be discussed with the person bringing the issue forward and put in writing to that person and others as applicable.
- 15 The Training Manager will follow up within an agreed timeframe to ensure the resolution is working.
- 16 The Training Manager will maintain the documentation. The complaint, grievance or appeal and outcome will be recorded, dated and securely filed.

- 17 Employees or learners also have the right to take complaints or grievances to external agencies such as the Victorian Equal Opportunity Commission or agencies that deal with vocational education and training complaints – see www.training.com.au
- 18 An independent mediator who is acceptable to both parties will be selected. We will select a MEDIATION SPECIALIST ACCREDITED BY THE LAW INSTITUTE OF VICTORIA from the listing on the Law Institute Victoria website at: <http://members.liv.asn.au/livweb/mediators.aspx>

Timelines for Formal Complaints

- 19 Formal complaints, grievances and appeals will be investigated within 5 working days.
- 20 The person bringing the complaint, grievance or appeal will be notified within 5 working days of the result of the investigation.
- 21 Any remedies identified during this process will be implemented within a 4 week period.

Refund Policy

- a ASPIN – RTO will safeguard fees paid by participants.
- b Where ASPIN – RTO cancels training, we will advise enrolled participants and, where fees have been paid, provide a full refund.
- c Where a participant cancels enrolment, fees will be refunded depending on the notice given prior to the scheduled course commencement:
 - Four weeks notice or more – full refund of fees paid.
 - Less than four weeks notice and prior to course commencement date – refund of fees paid less 10% of the course fee.
 - After commencement date and during course – no fees refundable.

Privacy Statement

1. We will only collect information that is necessary for what we do.
2. We will be fair in the way we collect information about you.
3. We will tell you who we are and what we intend to do with information about you.
4. Where practicable, we will collect personal information directly from you.
5. If we collect information about you from someone else we will, wherever possible, make sure you know we have done this.
6. We will only use or disclose information about you in ways that are consistent with your expectations or are required in the public interest.
7. We will ensure that information about you is accurate when we collect or use it.
8. We will keep information about you secure.
9. We will be open with you about what kinds of personal information we hold and what we do with it.
10. Wherever possible we will let you see the information we hold about you and correct it if it is wrong.

11. We will limit our use of identifiers that government agencies have assigned to you.
12. If we can (and you want us to) we will deal with you anonymously.
13. We will take steps to protect your privacy if we send personal information about you to a third party.
14. We will limit the collection of highly sensitive information about you.

Occupational Health and Safety

Aspin is committed to providing a safe and healthy workplace to avoid incidents that could result in personal injury or ill health. Aspin requires its activities to conform to relevant state and federal legislation and Australian Standards. Aspin will provide staff and students with guidance on and training in the identification, assessment and control of hazards in the workplace.

Aspin expects staff and students to comply with its occupational health and safety policies, procedures and guidelines, and to conduct themselves in a safe manner, not placing themselves or others at risk. Members of staff are responsible for the health and safety of staff and students working under their direction.

Aspin is also responsible for providing a safe and healthy environment for its visitors and members of the public who come onto our premises or are affected by our activities. Contractors working on Aspin premises are required to conduct their activities in a manner that ensures the safety, health and welfare of others.

Finally...

Aspin is committed to providing you with quality training and assessment to enhance your role in your workplace. We are here to assist you at every stage and welcome your feedback and queries.

Should any part of the processes described in this Booklet need further clarification, please contact the Director, Trainers or Administration Office. We are happy to take the time to address your issues.

We hope the training and assessment offered through Aspin will provide a firm foundation for a bright and interesting future in your chosen career.