

S.T.A.T.

SECURITY TRAINING & TACTICS

POLICY AND PROCEDURE MANUAL

STUDENT HANDBOOK — SENIOR FIRST AID AND RSA

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Welcome to STAT Security and thank you for choosing our organisation to fulfill your training and assessment needs. Our aim is to provide you with detailed training so that you can gain employment within the Training Industry. Our training is competency based using clear methods of assessment that will be explained as we progress. We encourage your participation in all activities but most of all we want you to enjoy your time with us. We will assist in any inquiries during the duration of the course so good luck and be your best.

STAT Security is about success. We are committed to seeing you complete your training program to a standard that will enable you to present your qualifications with confidence and integrity anywhere in Australia.

This handbook will outline our commitment to you and your responsibilities as one of our students. Should you have any questions you are unable to resolve with any of our staff members please feel free to talk with me about them. I personally welcome you and wish you well as you pursue the course you have chosen to pursue with us.

Andrew Doslea
Managing Director

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BUSINESS LOCATION AND CONTACT DETAILS

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BUSINESS OBJECTIVES AND PURPOSE

STAT Security as its core business offers training and assessment programs in accordance with the following principles.

We will:

- support you to identify existing skills and knowledge and reduce training time through recognition assessment. Recognition Assessment also validates your skills and knowledge without the need to attend formal training. It encourages them to seek validation of competencies and to receive a qualification that rewards them for their work.
- recognise and build on your existing job skills through the competency based training model.
- focus on improving performance.
- align competencies, training and assessment with job roles.
- provide qualifications in recognition of a job being performed in accordance with competency requirements.

KEY CONTACTS

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ABBREVIATIONS USED IN THIS HANDBOOK

VETAB — Vocational Education Training Accreditation Board.
RPL — Recognition of Prior Learning.
LLN — Language, Literacy and Numeracy.

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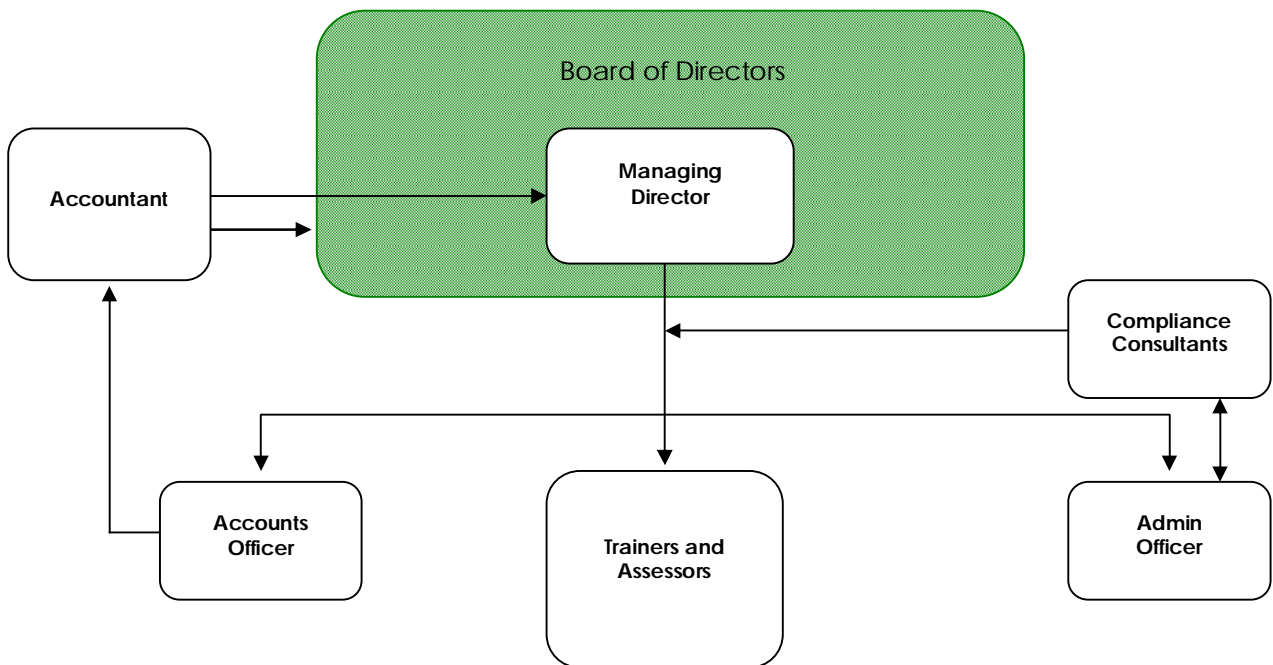
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KEY ROLES

Angela Meers
Administration Officer

Andrew Doslea
Managing Director/ Trainer/ Assessor Asset Security, Hospitality and Training and Assessment

ORGANISATION CHART



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LEGISLATION

STAT Security is subject to a variety of legislation related to training and assessment as well as general business practices. This legislation includes:

- Occupational Health and Safety;

STAT Security takes seriously its responsibility to protect health and promote safety. The organisation requests that participants report anything that they believe to be in breach of this policy.

- Anti-Discrimination, Human Rights and Equal Opportunity and Disability Discrimination;

STAT Security is opposed to any form of discrimination. Every effort is made to ensure that diversity is valued and respected in our services by helping to prevent and eliminate discrimination on the basis of race, colour, sex, sexual preference, age, physical or intellectual disability, marital status, family responsibilities, pregnancy, religion, political opinion, national extraction or social origin.

STAT Security is committed to providing a training environment free of harassment and upholding of State and Federal laws pertaining to harassment. As in any area of human interaction, the boundaries of what constitutes harassment may vary from person to person. In addition one individual may have different boundaries for different relationships. It is expected that employees and students of STAT Security will recognise and respect the boundaries set by others.

- Privacy Act 1988 (Commonwealth); and

STAT Security keeps your information private and only collects information that relates to your training success.

If you want to, you may access the personal file held by STAT Security on your training progress. You may also request that updates be made to information that that you feel is incorrect or out of date. STAT Security is subject to audit by Government Officials and access to your training file may be given to government officers from such agencies as DEST or VETAB for the purposes of these audits.

Your training file cannot be accessed by a third party can unless you give written permission that identifies those sections of the file to be made available.

STAT Security takes all reasonable steps to protect your personal information from misuse, loss, unauthorised access, modification or disclosure including restricted access to electronic files, secure storage of paper files and secure backup of data.

If you have a question about any of this legislation just ask, because it may impact on your training.

STUDENT SELECTION AND ACCESS AND EQUITY

At STAT Security we make sure that you have the opportunity to participate and achieve the same outcomes as other members of the community. This means any person is welcome to participate in STAT Security training programs, irrespective of cultural background.

Some of our courses have prerequisite standards and competencies. Student wishing to undertake these courses will be counselled and made aware of support programs and assistance. Events of major cultural importance to you will be acknowledged and allowance made for their observance.

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STAT Security undertakes to eliminate organisational practices that may contribute to the disadvantages suffered by specific groups in employment, education and training.

We do this by:

- Promoting access to employment and training being available to all people regardless of gender, socio-economic background, disability, ethnic origin, sexual orientation, age or race.
- Ensuring training services are delivered in a non-discriminatory, open and respectful manner.
- Training staff members so they are appropriately skilled in access and equity issues, including cultural awareness and sensitivity to the requirements of you with special needs.
- Updating facilities to provide reasonable access to you of all levels of mobility, and physical and intellectual capacity.
- Conducting student selection for training opportunities in a manner that includes and reflects the diverse student population.
- Actively encouraging the participation of students from traditionally disadvantaged groups and specifically offering assistance to those most disadvantaged.
- Providing culturally inclusive language, literacy and numeracy advice and assistance that help you in meeting personal training goals.
- Adhering to the principles of this policy, and welcoming feedback as part of its quality improvement system.
- Complying with access and equity requirements at all times.

STAT Security's Access and Equity Officer is the Managing Director so if you are experiencing any harassment or discrimination refer the matter to him in writing.

STAT Security provides equal opportunity in employment and education. Each of our staff members has responsibility for access and equity issues for all students. All staff members are expected to comply with our Code of Practice. You are made aware of their rights and responsibilities through this Student Handbook.

EQUAL OPPORTUNITY

A fair go is your right regardless of how old you are or whether you were born in Australia or overseas, the Equal Opportunity legislation and Federal Anti-discrimination laws protect this right.

It is against the law for someone to treat you unfairly (discriminate) or harass (hassle or pick on) you because of your actual or assumed:

- | | |
|--------------------------|--------------------------------|
| • Age | • Physical features |
| • Carer status | • Political belief or activity |
| • Disability/impairment | • Pregnancy |
| • Gender | • Race |
| • Lawful sexual activity | • Religious belief or activity |
| • Marital status | • Sexual orientation |

It is also against the law for someone to sexually harass you.

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If you make a complaint (or help someone else make a complaint), it is against the law for someone to hassle or victimise you because you have done so.

It is also against the law to authorise or assist another person to discriminate or harass someone.

DISCRIMINATION

Discrimination is unfair treatment based on a personal characteristic protected by the law. It can be direct or indirect.

- Direct discrimination is when treating a person differently is unfair.

Direct discrimination is when a person treats someone less favourably than someone else, because the first person has a personal characteristic protected by the law (e.g. race, gender etc). Even if the behaviour is unintentional, or the person responsible doesn't believe the treatment is less favourable, it is still discrimination.

- Indirect discrimination, when treating everybody the same, is unfair.

In some cases, treating everybody the same way will be unfair. This is known as indirect discrimination. Under the law it means setting a requirement which:

- (a) Someone with a particular personal characteristic protected by law cannot meet;
- (b) A higher proportion of people without that characteristic or with different characteristics can satisfy; and
- (c) The requirement is not reasonable in all the relevant circumstances.

SEXUAL HARASSMENT

Sexual harassment is behaviour of a sexual nature that is unwelcome, unasked for and unreturned. If a reasonable person would have foreseen that the behaviour would offend, humiliate (put down) or intimidate (threaten or scare) the other person, then the law says it will be sexual harassment.

Sexual harassment can include:

- (a) Asking for sex
- (b) Unwelcome comments about a person's sex life or physical appearance
- (c) Suggestive behaviour such as leering and ogling
- (d) Unnecessary physical contact such as brushing up against a person
- (e) Sexually offensive comments, anecdotes or jokes
- (f) Displaying sexually offensive visuals (such as photos, pin ups or calendars) reading matter or objects.
- (g) Sexual propositions or continued requests for dates
- (h) Physical contact such as touching or fondling
- (i) Indecent assault or rape (also serious crime)

Sexual harassment can be physical, verbal or written. It can include words, statements or visuals that are transmitted by paper, phone, fax, e-mail, office intranets, videoconference or any other means of communication.

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STUDENT RIGHTS AND RESPONSIBILITIES – THE CODE OF CONDUCT

In light of the information presented on Access and Equity, Equal Opportunity, Discrimination and Sexual Harassment the following represents a your Rights and Responsibilities whilst participating in a course through STAT Security.

You have the right to:

- be treated fairly with respect from others and without discrimination or harassment, regardless of religious, cultural, racial and sexual difference, age, disability or socio-economic status;
- be free from all forms of intimidation;
- work in a safe, clean, orderly and cooperative environment;
- have personal property (including computer files and your work) and the Registered Training Organisation property protected from damage or other misuse;
- have any disputes settled in a fair and rational manner (this is accomplished by the Complaints Procedure);
- learn in an environment that is conducive to success;
- work and learn in a supportive environment without interference from others;
- apply to have existing skills and knowledge recognised;
- privacy concerning records containing personal information, (subject to other statutory requirements and other agreed uses);
- be given information about assessment procedures at the beginning of the unit and progressive results as they occur;
- appeal within fourteen days of receiving notification of any decision made about late or missed assessment;
- lodge a complaint and have it investigated effectively without fear of retaliation or victimisation; and
- express and share ideas and to ask questions

You have the responsibility to:

- Treat staff and fellow students with respect and fairness. This includes but is not limited to:
 - following reasonable directions from a member of staff;
 - not behaving in any way that may offend, embarrass or threaten others;
 - not harassing fellow students or staff by for example using offensive language or making unwanted sexual advances;
 - taking care of facilities by not damaging, stealing, modifying or misusing property; and
 - acting in a safe manner that does not place you or others at risk.
- ensure personal details are current and correct;
- participate in all assessment tasks as scheduled, honestly and to the best of your ability;
- not smoke in non-smoking areas
- not be under the influence of alcohol or illegal drugs; and
- follow normal safety practices.

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If you choose not to follow our Code of Conduct then the following three-step procedure for discipline will be applied.

1. Step 1: The Managing Director will start by contacting you to discuss the issue or behaviour and to determine how things might be fixed. This meeting and its outcomes will be documented, signed by all parties and included in your personal file.
2. Step 2: Where the issue or behaviour continues, you will be invited for a personal interview with the Managing Director to discuss this issue further. This meeting and its outcomes will be documented, signed by all parties and included your personal file.
3. Step 3: Should the issue or behaviour continue, you will be provided with a final warning in writing and a time frame in which to rectify the issue. A copy of this letter will be in your personal file.

Should the issue or behaviour still continue, you will not be permitted to continue training with STAT Security.

At any stage of this procedure you are able to access the Grievance Procedure to settle any disputes that may arise.

COURSES ON OFFER, VOCATIONAL OUTCOMES AND PATHWAYS

STAT Security is registered by the New South Wales Government Vocational Education and Training Accreditation Board to deliver the following courses.

Senior First Aid HLTF301B Apply First Aid (Includes HTLCPR201A Perform CPR) Responsible Service of Alcohol RSA (LAB APPROVED) (Equivalent to SITHFAB009A Provide Responsible Service of Alcohol)

These course descriptions are drawn from the relevant training package.

Senior First Aid HLTF301B Apply First Aid

This course requires the completion of one units of competency.

HLTF301B Apply First Aid (Includes HTLCPR201A Perform CPR)

Workbook issued plus on completion one day in class. First Aid Refresher training 1 Core Day

Responsible Service of Alcohol RSA (LAB APPROVED)

Responsible Service of Alcohol RSA (LAB APPROVED)

One classroom day

Core

STUDENT SUPPORT SERVICES

In line with our Access and Equity practices, students with special needs are offered the same opportunities as any other candidate. Our training and assessment programs will take special needs into consideration from the planning stage onwards and adopt particular learning and assessment methods as appropriate.

As special needs extend to more than identified physical or learning difficulties, Trainers and Assessors will need to consider the best approach when dealing with candidates with needs such as low

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literacy, lack of confidence or a non English speaking background.

This is especially so in relation to assessment because one fundamental principle of an assessment system is that each candidate must have access to fair and open assessment. Depending on any specification given in the standards, the assessor may be able to accept alternative evidence from a candidate with special needs.

If there is uncertainty, the assessor will call on other assessors or a verifier for assistance and guidance, as required. In such a case, the situation must be fully documented, with appropriate feedback being provided to the candidate at all stages.

STAT Security will where required:

- Provide information on Occupational Health and Safety;
- Provide information on First Aid Courses;
- Provide information on learning pathways and possible RPL opportunities;
- Make provision for special learning needs;
- Make provision for special cultural and religious needs; and
- Make provision for special dietary needs.

WELFARE & GUIDANCE SERVICES

STAT Security is committed to its policy on access and equity that talks about making sure all people have the same opportunities for training and skill development. If we are unable to provide the best possible support ourselves, you can contact the NSW Department of Community Services (02 4732 1322 in Penrith and 02 9630 0199 in Parramatta). Department of Community Services may not be able to provide assistance themselves, however they will have access to a list of local providers who may be able to provide you with the support you require.

All students are required to complete a literacy and numeracy assessment. Students unable to successfully complete this assessment will be referred for language, literacy and numeracy support (at their own expense) prior to commencing the course.

FEES & FEE REFUNDS

Fees are available on appointment

STAT Security defaults when a course does not commence on the designated day or is actually cancelled. The student or customer cannot be disadvantaged.

Fees refunds will be made 14 days after demand when STAT Security defaults and 28 days after demand when the student defaults and in accordance with the Refund Statement that will accompany any such refund.

The agreement for fees refund does not remove the right of the student or customer to take further action under Australian Consumer laws.

RECOGNITION OF PRIOR LEARNING (RPL) AND MUTUAL RECOGNITION

The RPL process allows you to apply for credit for previous study, work, life and educational experience that match the learning outcomes of specific modules within their course.

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RPL applicants will have to provide evidence to support their claim and this should be attached to the application form. Examples of evidence might include; documentation such as certificates issued by other training organisations, support letters from employers or course outlines of previously studied courses.

Where you have Australian Qualifications Framework (AQF) certificates from Registered Training Organisations (RTO's), these certificates will mean that you are assessed as "competent" and do not have to do those units again. This is Mutual Recognition.

To apply for Recognition ask our Head Office for a Recognition of Prior Learning Form suited to your situation. Fill it out and return it to the Managing Director.

All assessments of RPL applications are reviewed by staff members who are qualified to conduct the assessment. From time to time or when deemed necessary, we will have an additional person or subject expert be part of the assessment process.

You may request a review of the RPL decision through our grievance procedure (outlined in detail later in this handbook).

ENROLMENT PROCEDURES

If you decide to proceed to enrolment you will need to fill out an application for enrolment. You will be given an opportunity to see an outline of course fees.

LANGUAGE, LITERACY AND NUMERACY (LLN)

We aim at all times to provide a positive and rewarding learning experience for all students. Our enrolment form asks you to provide information regarding Language, Literacy and Numeracy (LLN) requirements or any other special learning needs. In the event of LLN becoming an issue, the Managing Director will contact the Student to discuss their requirements.

Where language, literacy and numeracy competency is essential for your course, we require students to complete a literacy and numeracy assessment. Students unable to complete the assessment will be referred to an appropriate service. We will make every effort to ensure that you are adequately supported to enable completion of your training. Some examples of the type of support that we can offer include:

- Literacy

Providing you only essential writing tasks

Considering the use of group exercises. Providing examples and models of completed tasks.

Ensuring that documents and forms are written and formatted in plain English.

Using clear headings, highlighting certain key words or phrases

Providing explanations of all technical terms used

- Language

Presenting information in small chunks and speaking clearly, concisely and not too quickly. Giving clear instructions in a logical sequence. Giving lots of practical examples

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Encouraging you to ask questions.

Asking questions to ensure you understand.

- Numeracy

Asking you to identify in words, what the exact problem is and how you might solve it.

Showing you how to do the calculations through step by step instructions and through examples of completed calculations

Helping you to work out what maths calculations and measurements are required to complete the task

Encouraging the use of calculators and demonstrating how to use them.

PRIVACY & CONFIDENTIALITY

STAT Security's Privacy Policy sets out the way we handle personal information, including the use and disclosure of personal information and rights to access your personal information. We only collect information that is directly relevant to effective service delivery.

STAT Security will exercise strict control over confidential information. If a third party requires student information we will obtain your written consent prior to the release of any information.

As our Student, you have the right to see and review your personal training file giving 2 days notice of your request. Progress through course elements may be observed through your private access to the STAT Security website

Please note that personal information provided by you may be made available to Commonwealth and State agencies as per legislative requirements. In addition, where training is being provided to a Trainee through their employer, the employer either receives updates on the Trainee's progress through the course, or limited access to the student files on the STAT Security website.

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ON STARTING

When your course starts we will share additional information on STAT Security, your course, assessments, our services, expectations, responsibilities etc. Where necessary you will receive a site induction including the following:

- Site Safety induction
- Site security briefing
- Orientation to the area
- Academic progress
- Further study options that are available during and after the course of study

A signed induction sheet will be placed into your personal file to reflect your orientation process.

COMPETENCY BASED TRAINING

You are participating in a course of competency-based training. So, what exactly does that mean?

Qualifications are made up of Units of Competency. These tell us the skills and knowledge recognised as necessary to perform effectively in a particular job or role. Each industry area divides these skills and knowledge into related categories that form National Competency Standards for specific industry areas.

The National Competency Standards provide a framework for training and assessment and tell us what skills and knowledge an employee at a particular level within a particular industry should be reasonably expected to achieve.

So a competency is:

... "The ability to perform a job to the required level of performance expected in the workplace."

Our assessments are based on checking if you have the skills, knowledge and attitudes to perform a job.

ATTENDANCE

It is expected that you will attend and participate in all sessions related to your training course. An attendance record will be kept. In the event that you miss a day, you will be required to attend another course on the day the missed material is covered.

FLEXIBLE LEARNING STRATEGIES & ASSESSMENT PROCEDURES

Flexible learning and assessment procedures form part of our learning and assessment strategies and are integral to the concept of competency-based training. We customise our training and assessments to meet your specific needs. If you are having difficulty achieving competency in any module please discuss the matter with your assessor/trainer and where possible alternative learning/assessment strategies will be provided to you.

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ASSESSMENT

Assessment is the means by which we determine whether or not a competency has been achieved. It is the process of collecting evidence and making judgements about the extent to which a person demonstrates the knowledge and skills as set out in the standards or learning outcomes of a unit of competency.

For an effective assessment system in a competency environment, some basic principles must apply.

Underlying principles of assessment:

(a) Validity

The assessments actually assess what they claim to assess and what they have been designed to assess. Validity of assessment is achieved when:

- Assessors are fully aware of what is to be assessed, as indicated by the standards of competence, including clearly defined performance criteria
- Appropriate evidence is collected from activities that can be clearly related to the units of competency.

(b) Authenticity

The evidence collected is authentic that is, actually comes from valid sources and is directly attributable to the skills and knowledge of the individual being assessed.

(c) Reliability

Reliable assessment uses methods and procedures that ensure that the competency standards are interpreted and applied consistently from person to person and from context to context. The following are important to ensure that assessment produces consistent outcomes:

- Clear, unambiguous, well documented assessment procedures and competency standards;
- Clear, consistent and specific assessment criteria;
- Effectively trained, briefed and monitored assessors;
- Adequate assessors across industries and a hierarchy of assessment which ensures a quality outcome; and
- Assessment is carried out within a system flexible enough to cope with multiple and diverse forms of evidence.

(d) Consistency

The assessment system must ensure that evidence collected and provided for judgement is consistent across the range, without undue reliance on any small number of select workplace contexts or projects.

(e) Currency

Under an effective system, assessment evaluates whether or not the individual's skills and knowledge are current and can be applied in today's workplace. As a general rule, competencies that have not

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been demonstrated within the past 3 years are not usually accepted as "current". However, an assessor, under some circumstances may make exceptions to the specified period.

There may be specific situations where skills have not been directly applied for a longer period, but these skills are in fact still current for the individual. In cases such as this, evidence from earlier periods may be admissible, and assessed for currency, within an appropriately flexible assessment system.

Sufficiency

Evidence of competency should be sufficient to cover all the elements, performance criteria and required range of variables in the standards against which assessment is to be carried out.

A tendency of many candidates is to provide more (or less) evidence than is actually required to prove competency against the standards. An effective assessment system ensures that candidates are clearly advised regarding the amount and form of evidence, which is sufficient to prove competency. This should avoid the situation where masses of evidence are provided, requiring assessors to spend more time than necessary per candidate, or too little evidence, making it difficult to judge competence.

(f) Flexibility

Every portfolio or set of candidate evidence is unique. Each candidate will identify and develop his or her own specific set of evidence to prove competency against the standards. This set will be based on the workplace experience of the candidate and will comprise diverse types and forms of relevant and appropriate evidence.

Assessors will take a flexible approach to the assessment of evidence. Clearly, this approach must always take time and cost into account both to ensure the best use of assessor time and the best use of the candidate and his or her employer's time.

An assessment system must evaluate the scope of knowledge and skills covered by the criteria both performance (skill) and underpinning knowledge and understanding.

FAIRNESS AND EQUITY

An assessment system and its processes must not disadvantage any person or organisation. All eligible candidates must be guaranteed access to assessment, which does not discriminate on any basis. Assessment guidelines must include an approach for working with candidates who have special needs.

To achieve these principles, the assessment system must exhibit the following characteristics:

- The standards, assessment processes and all associated information are straight forward and understandable;
- The characteristics of potential candidates are identified, to enable all potential assessment issues to be identified and catered for;
- The chosen processes and materials within the system of assessment do not disadvantage candidates;
- An appropriate and effective review and dispute resolution mechanism is in place to investigate, examine and redress any issue of unfairness or disadvantage identified, involving access, assessment, certification or any other related issue; and
- Where potential disadvantages are identified, the system is amended to avoid or counter them,

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or appropriate steps taken to overcome them including reassessment if required.

ASSESSORS

The role of an assessor is to objectively assess and judge a candidate's evidence against a set of standards. In order to do this effectively, an assessor must have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the assessor must have acknowledged competency in assessment itself and hold an appropriate Certificate IV in Assessment and Workplace Training or Certificate IV in Training and Assessment.

An assessor must:

- Interpret and understand the criteria;
- Ensure that evidence meets the standards;
- Ensure that evidence is valid, authentic, reliable, consistent, current and sufficient; and
- Use expertise to make fair and objective judgements.

FORMS OF EVIDENCE

In general, basic forms of skills evidence include:

(a) Direct performance evidence

- current or from an acceptable past period;
- extracted examples within the workplace;
- natural observation in the workplace; and
- simulations, including competency and skills tests, projects, assignments

(b) Supplementary evidence, from:

- oral and written questioning;
- personal reports; and
- Witness testimony.

Appropriate and valid forms of assessment utilised for both skills and knowledge may include:

- (a) Evaluation of direct products of work;
- (b) Natural observation;
- (c) Skill tests, simulations and projects;
- (d) Evaluation of underpinning knowledge and understanding;
- (e) Questioning and discussion; and
- (f) Evidence from prior achievement and activity.

Assessments are not a stressful activity. They are conducted in a relaxed and friendly atmosphere. Do not regard your assessment as an examination. Your Assessor simply needs to know which competencies from your course you have mastered, and which competencies require further practice and will be flexible in the assessment method used.

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It is in your long-term interests to ensure that all of the skills necessary for the job have been mastered; our aim is to help you to learn those skills in the right way

APPEALING AN ASSESSMENT

In rare instances, it is possible that you may wish to challenge an assessment outcome. If this is the case, then:

- (a) speak with your Trainer/Assessor in the first instance and if unresolved
- (b) present the request in writing to the Managing Director and if unresolved
- (c) refer the matter to VETAB.

You have the right to represent yourself at all forums where the issue is being discussed and you will have the matter heard within 5 working days.

The outcomes and the reasons for it will be given to you in writing.

COMPLAINTS

Instances could arise where you may wish to resolve a problem with personalities or the way a course has been delivered or to appeal against assessment results. STAT Security must be objective and ensure the validity of the process and learning outcomes.

All complaints will be considered however the following must be followed

Mediation is our first objective you should discuss the issues with the relevant party. If the mediation is unsuccessful between the parties whom ever they may be then the following procedure will be adopted.

All complaints must be lodged in writing on the appropriate form (6). The complaint will then be forwarded to an adjudicator at management level.

To allow natural justice the full complaint must be made available to the other parties.

All parties will be given the opportunity to express there concern to management. Management will then record the findings of the complaint on the original form 6.

If the complaint can not be resolved then mediation may take place with an outside agency. (see mediations and appeals process)

The steps to achieve a resolution of a complaint are:

- Step 1 : Raise the complaint and attempt mediation
- Step 2: If unresolved with lodge a formal complaint which will then go to the Managing for consideration. (form 6) available at reception.
- Step 3 : If unresolved, the matter can be referred to an independent mediator.

STUDENT HANDBOOK — SENIOR FIRST AID AND RSA

At each step of the complaints resolution process STAT Security will allow you to make representation either oral or in writing prior to reaching a decision. If you have problems that do not directly concern STAT Security but may affect your ability to achieve competency, we will refer you to appropriate external support groups for assistance.

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GRADUATION

Congratulations – you have finished your course!

Your results and course file will be forwarded to the Managing Director to make sure everything is in order. We will either:

- (a) Send a Certificate or Statement of Attainment; or
- (b) Contact you for further information.

RE-ISSUING QUALIFICATIONS

STAT Security keeps records of your course with us for 30 years. If in the future you need another copy of your certificate then write us a letter. The letter needs to state:

- (a) Your name (if your name has changed please write both your new name and your name at the time of the course);
- (b) Your date of birth;
- (c) Your current address (and your address at the time of the course if you remember it);
- (d) The course you completed (e.g. Certificate IV in Training and Assessment);
- (e) When that course started and finished; and
- (f) Any other detail you can give to identify yourself.

We will review your request and either:

- (a) Send a new Certificate or Statement of Attainment; or
- (b) Send a letter explaining why we can re-issue your qualification at this time and what you need to do from here.

Thank you for choosing to study with STAT Security. If you would like any further information please do not hesitate to contact us.