



Corporate Security Training (CST)

Student Handbook

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CODE OF PRACTICE

Educational Standards

Corporate Security Training has adopted a Code of Practice, which is recognised across Australia. We maintain policies and management practices, which provide for the highest educational and professional standards in Australia for the marketing and delivery of vocational education and training services, which safeguard the interests and welfare of students. Police, Private Agents Registry or Consumer Affairs and the Department of Employment, Education and Training accredit CST in several states for certain courses offered where appropriate.

We maintain at all venues a learning environment, which is conducive to the success of students. We have the capacity to deliver the nominated course(s) and we provide adequate facilities including tea coffee and car parking where possible. We use appropriate methods and materials. There are no hidden costs in the training, and the fees are contained in the introduction letter relating to the course.

Refund Policy

Corporate Security Training has a policy of 100% refund of any money paid prior to commencement of any course, if a request is received in writing 14 days prior to the course. Between 13 days and 7 days prior to the course there is a 75% refund, and between 6 days and the course commencement there is a 50% refund at the discretion of CST.

If a student withdraws during a course, no refund is available but a pro-rata credit applies to complete the course at a later date. Money paid in advance for a course is kept in a separate account to ensure refund moneys are available and deposit money is accessed when the course is commenced. In the event that a complaint or grievance cannot be resolved via due process in place at CST (see Grievance Flow Chart), then a full refund may also be forthcoming as per CST's customer satisfaction policy.

Enrolment/Admission

Enrolment is finalised by having your completed application form with payment lodged at either the course or at CST's office. The only admission criteria is that you be of an age near to licensing age, you provide Photo Identification proving your true name and personal details for correct certification, and that the participant does not have any criminal convictions which would stop you obtaining a licence. Most courses require a deposit for priority in enrolment.

Award

On successful completion of a course, each student is issued with a formal statement of attainment award, which certifies the modules completed, and states the qualification obtained. This award can be used to assist in obtaining employment, or in some cases to obtain the relevant government issued licence e.g. security officer, crowd controller or firearms licence.

Marketing

CST markets all vocational education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of this information, no false or misleading comparisons will be drawn with any other provider or course.

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Manuals/Facilities

In most training courses, the tuition fee includes all relevant manuals and training materials. The only materials each participant is required to bring are notebooks and pen. Most courses are taught by lecturers who also use overhead projectors or videos where required. The training venues are good conference facilities or educational classrooms.

Firearms courses are taught in classrooms and on appropriate firearms ranges.

Defensive Tactics courses are taught in rooms with adequate space to practice techniques.

Course Assessment

Most courses are assessed by a mixture of written tests (the most common being multiple choice or short answer) and participation in various exercises or simulated situations which are encountered in everyday work. Practical skills are tested in all firearms and defensive tactics courses. Students on completion of course modules and subjects will be offered verbal feedback by Course Instructors as to their performance in training. Students can request a personal feedback session with Lecturers at any point.

RECOGNITION POLICY

1. INTRODUCTION

Learning can occur in many ways. Opportunities for workers to gain skills, acquire knowledge, and develop attitudes can occur in the workplace, through study, or through any life/work experiences.

Recognition of prior learning (RPL) is the formal acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience and which may be used to grant status or credit in a subject, module or unit of competency. The generic term 'Recognition' covers recognition of prior learning, recognition of current competency (RCC), and skills recognition and encompasses the recognition of competencies currently held, regardless of how, when, or where the learning or skill acquisition occurred.

Recognition is an integral component of the vocational education and training (VET) system in Australia and is sometimes referred to by other terms. Terms such as 'recognition', 'recognition of prior learning', 'recognition of current competencies' and 'skills recognition' should be considered as synonymous terms.

The term 'Recognition' will be used throughout this document, but this policy is not intended to apply to a 'cross credit' or 'credit transfer', where other formal arrangements have been established.

This policy only applies to recognition of assessments, which may result in a credit being granted for a whole unit of competency. Recognition of assessments, which may result in a partial credit being granted for a unit of competency, will be at the discretion of the Corporate Security Training.

Corporate Security Training will consider granting the highest level of credit based on the applicant's recognition application.

2. THE RECOGNITION POLICY

2.1 Purpose

The purpose of this policy is to provide a framework for the implementation of 'Recognition' procedures within the VET sector, as covered by Corporate Security Training

2.2 Definitions

See – Glossary of Terms

2.3 Policy

Applicants who consider they already possess the competencies described within a unit of competency shall be granted credit upon substantiation of that claim.

The Recognition process acknowledges competencies gained through:

- formal training conducted by industry or educational institutions
- work experiences (informal training) and/or
- life experiences

2.4 Fees

Any fees applicable for recognition assessments will be determined through Southern Edge Training Pty Ltd standard processes.

2.5 Monitoring of Policy

This policy will be monitored, as required from time to time, by the Managing Director of Corporate Security Training.

RECOGNITION PROCEDURES INFORMATION

1. PROCEDURES

1.1. Dissemination of Information

Information on this recognition policy and procedures will be made available to students through:

- Corporate Security Training handbooks
- Information and induction sessions

1.2 Application

Any person wishing to seek Recognition will be required to make a formal Recognition application on the approved form. This application should be submitted as soon as possible and if applicable, after initial enrolment in any training course or program.

Corporate Security Training will endeavour to process Recognition applications in the shortest possible time within the resources available and having regard for the nature of the application. Recognition assessments may take a period of time equally four (4) weeks, from the submission by the applicant of their application and all supporting material.

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1.3 Notification

The applicant will receive, in writing, the results of the Recognition assessment. Successful applicants will receive a Statement of Attainment listing the units of competency for which credit has been granted as a result of any Recognition assessment.

Unsuccessful applicants will receive a letter from Corporate Security Training notifying the applicant that their application for Recognition has been unsuccessful. The letter should state, where possible, the reasons for the applicant being unsuccessful.

1.4 Right of Appeal

Applicants who are either denied Recognition or who wish to challenge the amount of credit given from any Recognition assessment may request further consideration. Such appeals must be submitted, in writing, within 10 working days of the issue of the notification of the outcome of the Recognition assessment and sent to the Managing Director of Corporate Security Training.

If the appeal is against academic judgements, the matter will be reviewed by the Training Manager of Corporate Security Training in line with their company's policy. If the appeal is against the process of dealing with the Recognition application, the matter will be investigated by the Managing Director of Corporate Security Training.

Appeals will normally be adjudicated within 10 working days from the filing of the appeal.

2. WHAT IS THE RECOGNITION PROCESS?

The process of Recognition involves you collecting evidence that verifies your competence, from a range of sources. This evidence can include any combination of formal and/or informal training and education, work history and/or general life experience.

The evidence you provide will be assessed against the units of competency listed in the approved ANTA training package applicable to the relevant qualification, which covers the unit(s) of competency sought for credit in the Recognition application.

The evidence you provide may come from sources such as:

- Work records, including documents that demonstrate tasks you perform, e.g. position descriptions and work profiles.
- Signed and dated references.
- Records of workplace training.
- Resume (with verification).
- Assessment of current skills by a qualified RTO assessor.
- Third party reports from current and previous supervisors, trainers, managers, parents and colleagues.
- Certified copies of qualifications
- Confirmation of relevant unpaid work or volunteer experience
- Examples of verified work products, e.g. forms you have developed, letters you have written etc.
- Diaries or journal entries demonstrating daily tasks or events

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- Visual and verified evidence such as videos, photos, reports of activities in which you have been strongly involved
- Awards or recognition you have received.

All evidence presented must have appropriate verification, i.e. signed and dated information that clearly demonstrates your involvement. The evidence should not be in original form.

2.1 What is Evidence?

Evidence is the information you provide to the RTO assessor that will be matched against the performance criteria from the unit(s) of competency for which you are seeking recognition. Where your evidence supports competency in the unit(s), you will be granted recognition.

Evidence that you gather to prove competence could include:

- Samples of the work you do or have done
- A report from a supervisor that has been signed and dated. *For example, a statement outlining your work duties, specifying the periods of time to which the statement relates, and signed and dated by your supervisor.*
- A qualification that you have already gained (remember you must always provide certified copies of qualifications). You will also need transcripts from the issuing body, showing specific subject areas of study.
- Observation of your performance in the workplace. *For example, the RTO assessor may observe you undertaking some of your work functions applicable to certain performance criteria and prepare a signed and dated report.*

2.2 What kind of evidence should you supply?

When you apply for Recognition, a significant part of the process consists of you providing evidence for each unit of competency, from which an RTO assessor can then determine your competence.

To determine competence, the RTO assessor will use the elements and performance criteria from the unit(s) of competency for which Recognition is being sought, and will apply them against the evidence that you provide.

2.3 What are the types of evidence?

There are three types of evidence that can be submitted:

a) Current evidence is obtained *during* the Recognition Process. This can be evidence directly observed by the RTO assessor, or validated evidence provided by your workplace manager/supervisor, relating to the actual work you currently perform.

- *Example 1: The RTO assessor may observe you following policies and procedures relating to certain performance criteria, and provide you with a signed and dated report.*
- *Example 2: Your workplace manager/supervisor may provide a report written on letterhead, which is signed and dated, stating that you have demonstrated competency for certain performance criteria by following specified procedures, over a period of time, and in a range of different situations.*

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b) Recent evidence is evidence you can present that shows how you have demonstrated your skills and knowledge during the last two to three years. It includes how you have continued to demonstrate these skills up to the present time.

- *Example 3: You may have participated in a work project last year and the evidence you provide could include copies of materials produced during the project, photos, or a letter from a workplace manager/supervisor stating your role. All evidence must be signed, dated, and verified.*
- *Example 4: You may have attended professional development training on word processing. The evidence you provide may include a certified copy of the Statement of Attainment, or a signed and dated letter from your manager/supervisor verifying your participation, the content of the workshop etc. The letter from your workplace manager/supervisor should also include comments about your ongoing use of these skills since you completed the course.*

c) Historical evidence is used to prove learning that has occurred in the past (more than two to three years ago). This evidence may include life experiences, jobs you have held other than your current role, and past qualifications. It is important to note that historical evidence on its own is usually not enough to verify competency, as it does not demonstrate that you still have these skills.

Therefore, as a general rule, historical evidence should be backed up with either current or recent evidence.

- *Example 5: Your previous job covered a variety of responsibilities and accountabilities. Many of the skills you gained may relate to the performance criteria for which you are producing evidence. The evidence you provide could include a signed and dated duty statement or reference from your previous employer.*

2.4 What are the rules of evidence that will be used?

When assessing your competence, the RTO assessor is required to ensure that your evidence meets the following criteria:

Validity means that the evidence you provide must be directly related to the unit(s) of competency for which you are seeking recognition. *Ask yourself: Is the evidence I am providing linked to the unit(s) of competency (i.e. to the elements and performance criteria)?*

Currency means that the evidence you provide must show you are currently able to use the skills and knowledge. *Ask yourself: Does the evidence clearly show that I can apply these skills and knowledge at this point in time?*

Sufficiency means that the evidence demonstrates you can apply and transfer the skills and knowledge to different contexts, and over time. *Ask yourself: Is the evidence I am providing enough to show that I am competent over a period of time, and in different contexts?*

Authenticity means that you must provide proof the evidence clearly belongs to you, or is about you. *Ask yourself: Have I clearly proven that the evidence is about my own work and me?*

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Keep in mind that all evidence must respect the confidentiality of other persons and have information such as names, dates, and other sensitive information removed if necessary. You may also need to gain permission to include some items of evidence. For example, if you contributed to developing an internal policy, you may need your work's approval to include it as evidence.

3. WHAT IS INVOLVED IN THE RECONITION PROCESS?

There are normally three people involved in the Recognition Process:

The candidate (you)

- You are referred to as the candidate as you are the person applying for recognition. As you are applying for recognition of your skills and knowledge, the responsibility of completing this process rests with you. After all, the award of any qualification is an award to and for you, not to your employer or work manager(s)/supervisor(s).

Your workplace manager(s)/supervisor(s) [if applicable]

- The person or people who will act as your workplace manager(s)/supervisor(s) for the purposes of this process will be determined at your workplace. They will have a detailed knowledge of your area of work. Your workplace manager/supervisor will not require a Certificate IV in Assessment and Workplace Training, as their role is not to undertake your final assessments. The workplace manager's/supervisor's role is that of mentor.
- Your workplace manager/supervisor can help you identify and clarify workplace activities specific to your learning environment that will demonstrate your competency. Your workplace manager/supervisor can also provide written verification of your current performance and may be able to identify others who can provide this type of evidence.
- Your workplace manager/supervisor can assist you in the selection of elective units of competency that reflect your work
- Your workplace manager/supervisor works collaboratively with you and the RTO assessor in the Recognition Process.
- Your workplace manager/supervisor may assist with the collection of evidence.

An Assessor from a Registered Training Organisation (RTO assessor)

- As well as guiding and supporting you through the Recognition Process, the RTO assessor's role is to be responsible for assessing the evidence you provide, and determining your competency.
- The RTO assessor will work collaboratively with you and your workplace manager/supervisor.
- The RTO assessor is responsible for recording the assessment and submitting results for each unit of competency to the Registered Training Organisation (RTO).
- The RTO can then issue Statements of Attainment, and the qualification upon successful completion.
- The RTO assessor will contribute information that will help you to develop an Action Plan for any gap training, if this is required

3.1 What are your responsibilities in the Recognition Process?

To apply for Recognition you will need to manage and take responsibility for your individual recognition process. You will need to:

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- Become familiar with the concepts, processes and terms in this Guide. The Guide will assist you through the Recognition Process.
- Contact your workplace manager/supervisor who will assist you through the Recognition process.
- Enrol with a Registered Training Organisation (RTO) for each unit of competency for which you are seeking recognition.
- Provide evidence that proves current competence
- The steps that you need to follow in the Recognition process are clearly outlined in this booklet.

3.2 Your portfolio of evidence

Your evidence is to be presented in a portfolio. Guidelines for preparing this portfolio are presented below.

Items to be included:

A cover sheet with candidate information, including your full contact details.

- A contents list of your evidence.
- A completed Evidence Gathering Template for each unit of competency for which you are being assessed
- Your evidence.

How to present your evidence:

- Each item of evidence should be consecutively *numbered*, and arranged in order of *currency*, as the more recent evidence of learning will carry more value in terms of current competence.
- Evidence should be referenced showing the *source*.
- Evidence should show the *date* it was created.
- Evidence must be *verified* - that is it must contain information that clearly proves your participation, or that the information belongs to you, by including signatures, dates, etc.
- Include a *short description* to assist the RTO assessor to identify how each piece of evidence relates to the unit(s) of competency.

Portfolio checklist

A portfolio checklist has been provided to assist you to present a complete portfolio to your RTO assessor. Once you feel confident that you have completed your portfolio, with all components included, it can be presented to your RTO assessor. You can decide with your workplace superior as to whether or not you will apply for recognition for all units of competency at once, or submit individual applications for the different units of competency. Contact your RTO assessor to determine when and how this will occur.

Does your portfolio include all the following?

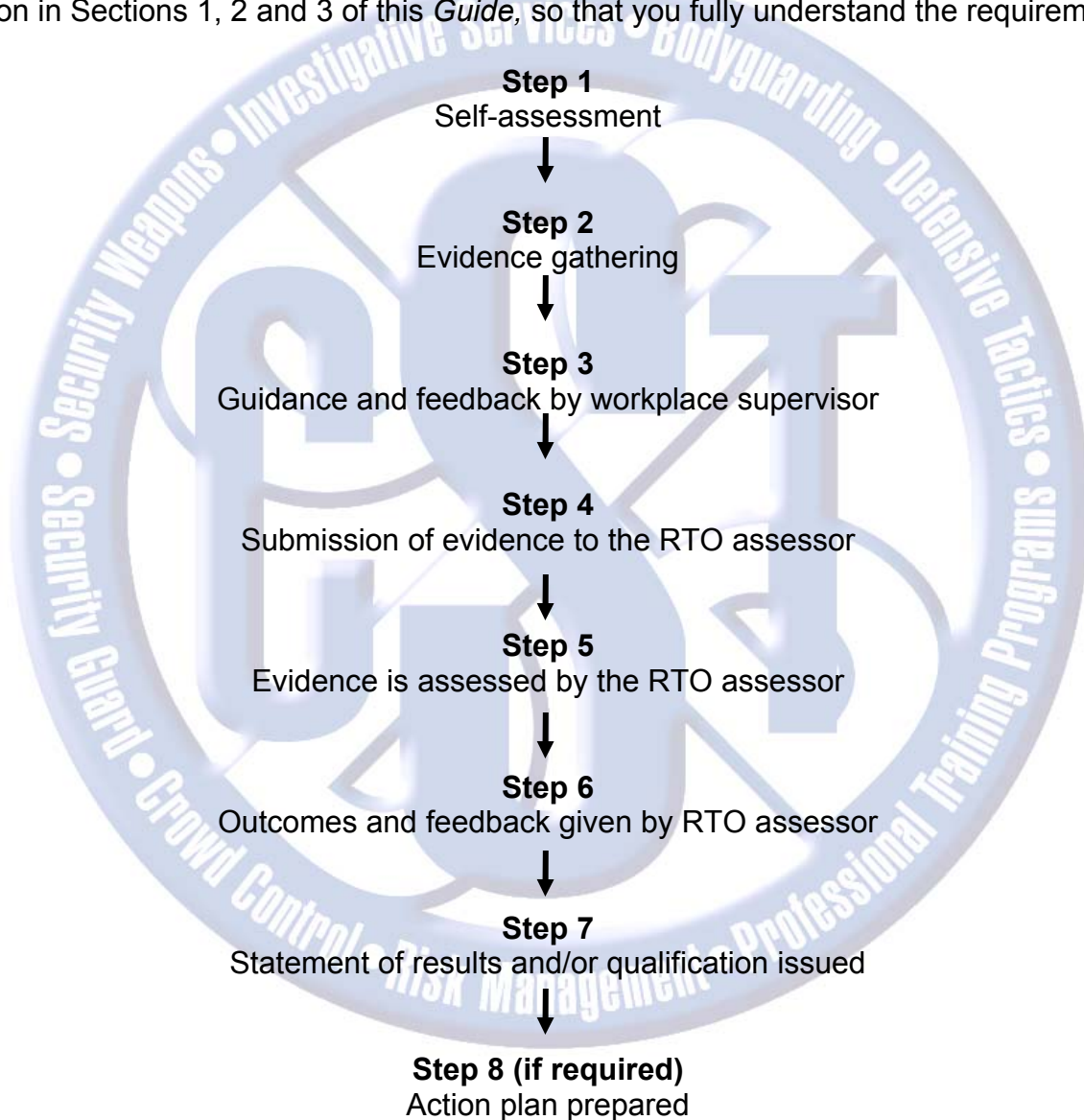
- Completed Application Form for RCC/RPL
- Cover sheet, including your name and contact details
- Previous work history, previous training, and relevant qualifications.
- Content list of evidence, listing each item by number and single line description.
- Completed Evidence Gathering Template for each unit of competency for which you are being assessed

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- Evidence:
 - in numerical and currency order
 - with source
 - with date
 - with verification
 - with short description

3.3 Step-by-Step Recognition Process

Before you begin the steps in the Recognition process described below, you will need to read the information in Sections 1, 2 and 3 of this *Guide*, so that you fully understand the requirements.



3.4 Step 1 - Self-assessment

An important component of the Recognition process will be self-assessment. You will need to have a workplace manager/supervisor who is prepared to mentor you through this Recognition process. Together with your workplace manager/supervisor you will need to:

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1. Enrol with your RTO in the unit(s) of competency for which you are applying for Recognition.
2. Select the relevant unit(s) of competency for which you are seeking Recognition.
3. If you are applying for Recognition for the whole qualification, ensure that you provide evidence for all core units of competency and your nominated elective units
4. Establish contact with the RTO assessor.
5. Complete the Evidence Gathering Template for each unit of competency for which you believe you have the knowledge and skills required
6. Ask yourself: Do I judge myself as competent? If so, what evidence do I have to support this? You will need to be aware of the types of evidence that you can use to prove your competency.

3.5 Step 2 - Evidence gathering

For each unit of competency you have selected, use the Evidence Gathering Template to:

- Identify and tick the evidence you are providing.
- Record a summary of the evidence.
- Collate this documentation in an Evidence Portfolio.

The evidence may consist of:

- Work records, including documents that demonstrate tasks you perform, e.g. position descriptions and work profiles
- Signed and dated references
- Records of workplace training.
- Resume (with verification).
- Assessment of current skills by a qualified RTO assessor.
- Third party reports from current and previous supervisors, trainers, managers and colleagues
- Certified copies of qualifications.
- Confirmation of relevant unpaid work or volunteer experience (verified).
- Examples of work products, e.g. forms you have developed, letters you have written etc. (verified).
- Diaries or journal entries demonstrating daily tasks or events (verified).
- Visual evidence such as videos, photos, reports of activities in which you have been strongly involved (verified).
- Awards or recognition you have received.

All evidence presented must have appropriate verification, i.e. signed and dated information that clearly demonstrates your involvement. Some of the things to keep in mind during the evidence gathering process are:

- The same piece of evidence may relate to one or more of the competencies, elements, and performance criteria. Therefore, you may be able to use the same piece of evidence when applying for Recognition for a number of unit(s) of competency.
- If you are having difficulty determining if your evidence is appropriate, then talk to your nominated RTO assessor.
- Obtain authorisation for reports, letters, memorandums etc. to be released, if these documents contain confidential information. You should remove any sensitive data such as names, figures etc.

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- Ensure all evidence presented has appropriate verification, i.e. information that clearly demonstrates your involvement (for example, signatures, dates, signed statements, author notations etc.).

3.6 Step 3 - Guidance and feedback by workplace supervisor

You and your workplace supervisor(s) need to review the evidence collected to ensure that it is:

- Valid
- Sufficient
- Current
- Authentic.

(Refer to Section 2.4 of this booklet. What are the rules of evidence that will be used?)

3.7 Step 4 - Submission of evidence to RTO assessor

By this stage of the process, you will have enrolled and established contact with the RTO assessor, and discussed how your evidence is to be submitted.

You will need to follow the process of your nominated RTO to submit the following documents:

- the Evidence Gathering Template for each unit of competency
- your supporting portfolio of validated evidence
- any other documentation required by your RTO assessor

The RTO assessor will then be able to assess your evidence.

3.8 Step 5 - Evidence is assessed by RTO assessor

Your nominated RTO assessor will review your evidence, making comments on the Evidence Gathering Template.

It is the legal responsibility of the RTO to make the final decision on your Recognition application.

Your application is more likely to be successful if you support your self-assessment with verified, quality documentation in your portfolio, which is clearly related to the competencies.

3.9 Step 6 - Outcomes and feedback given by RTO assessor

When all requirements have been completed for each unit of competency, your evidence portfolio will be retained by the Registered Training Organisation. Please ensure you keep a copy of all materials submitted. A Statement of Attainment will be issued within 28 days of completion of the process.

All RTOs are required to have an appeal process, so if you believe you have reasonable grounds for disagreeing with the decision, you can contact the RTO for information regarding an appeal or re-evaluation of your application.

3.10 Step 7 - Statement of results and/or qualification issued

As you successfully complete each unit of competency, you will be issued with a Statement of Attainment from your Registered Training Organisation (RTO).

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3.11 Step 8 - Action Plan

If there are gaps in your evidence, the RTO assessor will work with you and your workplace supervisor to develop an Action Plan.

This action plan:

- Will identify opportunities for further training/learning (this may be on or off-the-job).
- May also develop pathways for you to access higher levels of training, e.g. Certificate IV or Diploma, where applicable.

RPL Assessment Fee

This assessment can only commence **after the application fee** is paid. In the event that you are successful, you will not have to complete the module you have been exempted from. This means that you will not be graded by CST for that module, but will be recognised as having completed the module. If you are unsuccessful, you have the opportunity to appeal to an appeal panel or to CST's Director.

To **apply** for recognition of prior learning you pay an application fee of \$45.00 and assessment will cost \$30 per hour of an assessor's time. This fee includes initial support, counselling and assistance in applying.

The total cost including issuing certification will be at least 50% of the qualification, course, module or unit fee.

Outcomes - On successful completion of CST courses, you will be able to:

- demonstrate the necessary knowledge to satisfy licensing authorities in order to obtain any relevant licence (where applicable); and
- appropriately represent the industry in accordance with any legal requirements; and
- protect the interests of yourself and your employer.

Award

In the event that you are successful, you will not have to complete the module you have been exempted from. This means that you will not be graded by CST for that module, but will be recognised as having completed the module.

Appeal

If you are unsuccessful, you have the opportunity to appeal to an appeal panel or to CST's Director.

See RPL application forms for further information.

DIRECT CREDIT TRANSFERS

Please refer to the Corporate Security Training Student Handbook. This procedure will be the responsibility of CST Head Office only.

Credit Transfer - Students completing certain modules in many of CST's courses are eligible for credits in other courses. An example of the use of a credit transfer would be if a student has

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completed the Legal Studies module in the Security Officer course would be eligible for almost an exemption from having to complete most of the Legal Studies module in the Crowd Controller course. These transfers save study time and costs in other CST courses, and are a good way to update or use when transferring interstate. Contact the lecturer or CST office for assistance. Majority of Direct Credit Transfer will be arranged in relation to RPL policy and procedure

GREIVANCES/APPEALS POLICY

Aim

To ensure that appeals, complaints and other non-conformances are promptly identified, documented, segregated or flagged for actioning, evaluated/reviewed and appropriate corrective and preventive action taken.

Scope

The scope of this Section includes, but is not necessarily limited to, non-conformances such as:

- trainee complaints,
- appeals against assessment grades,
- failure to comply with Corporate Security Training policies or regulations,
- failure to comply with Corporate Security Training Quality procedures (detected as part of the internal quality audit),
- trainee's unsatisfactory performance,
- trainee misconduct,
- poor quality lectures,,
- non-achievement of time deadlines,
- failure to meet curriculum requirements (which could include facilities or equipment),
- failure to meet curriculum specifications/objectives,
- rejected, inaccurate or incomplete applications,
- incomplete or inaccurate marketing/information, document or study package supplied to trainees,
- non-fulfillment of an instruction, order or specified requirement by a supplier/contractor or professional provider,
- a system, process or procedure inadequacy that contributes to an unsatisfactory outcome, and
- purchased/ordered goods and materials that are damaged or do not meet CST requirements.

Dealing with Non-conformances

Appeals, complaints, and other non-conformances however detected are to be dealt with in accordance with this procedure. Some categories of non-conformances have separate processes and procedures as follows:

- **Trainee Misconduct.** Any trainee who is alleged to have performed a dishonest action relating to any assessment in any unit/module will have a course of action taken against him/her as determined by the Corporate Security Training Director.

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- **Trainee Appeals against the Award of a Grade.** Provision for trainee appeals against the award of a grade is to be dealt within the terms of the Code of Practice and/or Student Handbook.

It may become necessary to discipline students whose behaviour is eliminating the promotion of a comfortable and positive learning environment or who may be endangering the safety of their classmates or the safety of Corporate Security Training employees.

The following disciplinary continuum should be followed:

Level 1 – Student is issued with a verbal warning

Level 2 – Student is issued with a more severe verbal warning

Level 3 – Student is offered counseling in an attempt to solve the problem

Level 4 – Student is asked to leave the course and is provided with the opportunity to attend another course at a later date

Level 5 – Student is asked to immediately leave the course and is not given the opportunity to attend another course

The Level of disciplinary action should be relevant to the risk factor, eg. a disruptive student in the first instance would be disciplined according to Level 1 but a firearms student who points a firearm at another person would be disciplined against Level 5 immediately. All disciplinary action is to be recorded on student files and the Database by way of report from the issuing lecturer or staff member.

Refunds would not be available to students, in accordance with our Refund Policy, once they have commenced training.

Detection and Flagging of Non-conformances

All staff of Corporate Security Training are responsible for reporting non-conformances of which they become aware. Depending on the nature of the non-conformance, the identifying person is to take appropriate action to deal with and rectify the problem in accordance with the procedures outlined in the CST Customer and Staff Satisfaction Policy.

Staff Complaints

Staff complaints are to be referred to the attention of the Director for review and action.

Recording What Went Wrong

Where there is an unsatisfactory situation or trend developing the matter should be documented on a Corrective Action Report (Internal Audit Documentation). This is to be used to document what went wrong and what corrective and preventive action has been approved and taken together with the actual condition and re-inspection requirements (where applicable).

Suggestions

The Corrective Action Report can also be used as a means of conveying suggested improvements to management as a pro-active means of identifying potential problem areas and taking corrective action before anything more serious occurs. On the Corrective Action Report in the Type of Non-conformance field there is a Suggested Improvement Box for registering suggestions.

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Categorisation

For reporting purposes, non-conformances may be defined in three categories or levels, namely:

Level One:

This is a problem/mistake or complaint, etc that **must** be recorded, so that the details of what the problem is and its resolution are known and can be examined later by others. This type of problem will be one that causes unacceptable delays to critical activities, or causes considerable risk, or one that will cost a reasonable amount of money or time to put right. As a guide, where the non-conformance causes a halt in an important process, or where the rectification of the non-conformance exceeds \$200 (in terms of time, money or manpower), or where the non-conformance frequently occurs, formal reporting action should be taken.

Level Two:

This is a problem that causes less disruption in other areas, is of no significant importance in itself and can be remedied fairly quickly. It may result from carelessness, poor communication, or lack of understanding or training on the part of the people involved. For minor non-conformances where minor allocation of resources is necessary to correct the problem, the staff member is to discuss the non-conformance with the relevant Department Head or the CST Director.

Level Three:

This is the area where irritating mishaps, forgetfulness and one-off mistakes occur that are easily corrected and are of no significant cost or cause for concern. Such incidents **should not be recorded**. Where they continue, they become level two or even level one problems.

Non-conformances that relate to the CST Quality System procedures should be notified directly to the Director and will be treated as internal audit matters.

Registration and Referral to Contributing Parties

All Corrective Action Reports are to be forwarded to the Director for registration and on forwarding to the applicable staff member for actioning, or for referral to the applicable Department Head, supplier/subcontractor or professional provider for comment and appropriate action.

Where Corrective Action Reports are raised as a result of unacceptable goods or services provided by any source external to Corporate Security Training, the Financial Controller or delegate is to ensure that the Corrective Action Report is brought to the attention of the Director.

Customer and Staff Satisfaction Policy

The Director of Corporate Security Training shall ensure that there are systems and process in place:

- to actively seek feedback from students, employer groups, industry bodies and staff (for suggestions for improvement) on all aspects of the services and standards of education, training and research provided by the RTO,
- for students and staff to have access to internal and external complaint mechanisms,
- to monitor information on student and staff satisfaction and/or dissatisfaction as one of the measurement of performance of the Quality Management System,
- to use this information to identify areas for improvement,

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- to ensure that issues, comments and complaints raised by each student or staff member relating to the training services provided by the RTO are dealt with fairly, promptly, confidentially and without retribution,
- to maintain a simple and easy to use comments and complaints resolution mechanism,
- to record, monitor and act upon (in order to achieve a satisfactory resolution) all comments and complaints,
- to make information relating to internal and external complaints mechanisms available to each staff member and student, and
- to refer complaints which are unable to be resolved internally to the appropriate external agencies for resolution.

COMPLAINTS

Definition of a Complaint

This is the expression of dissatisfaction with any part of the process, system, product or service provided by the RTO. It can be either written or verbal and be delivered by the customer themselves or through a third party.

Complaints Policy

Within Corporate Security Training, we place a high degree of emphasis on communication with our customers. This involves listening to them, understanding their requirements, clearly explaining to them what they can expect in terms of what we will provide and keeping them informed. Our Complaints Policy is designed to ensure that our customers are aware of the contribution we would like them to make to our service quality and the value that we place on their suggestions and feedback.

Any information on difficulties encountered by our customers can provide us the important information on areas for improvement in the delivery of training and support services. Our policy is that any complaints or suggestions from customers will be given prompt attention with timely follow-up and responses provided as appropriate. Procedures have been developed to implement our Complaints Policy.

Oral Complaints Procedure

Complaints are to be dealt with where possible by the person receiving the complaint. If the complaint cannot be resolved at this level, it is to be referred to the appropriate authority (defined in the Student Complaints Process flowchart).

On receipt of an oral complaint, the receiver must interview the complainant:

- remain calm, listen carefully, empathise with the customer, respond with concern, DO NOT ARGUE,
- thank the complainant for making the complaint as it may well be of use in the Quality Improvement process,
- clarify the complaint with the complainant,
- if, from assessment, the complaint is beyond the staff member's ability to resolve, refer to the Operations Manager; if the complaint is such that it may lead to legal, media or political issues, refer the matter to the Director, and
- identify complainant's expectations

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- resolving the complaint:
- attempt to resolve the complaint by offering solutions with delegation,
- document resolution of complaint on Complaints Register and Corrective Action Report and
- follow-up by the Director or delegate to ensure that agreed action has been carried out and recorded on a Corrective Action Report.
- refer unresolved complaints to the Director who will proceed as per Written Complaint

Written Complaints Procedure

On receipt of a written complaint, it is to be referred to the Director, who must contact the complainant within 2 working days (recording contact on the Corrective Action Report).

The normal process for dealing with written complaints is as follows:

- investigate the complaint by:
- assessing information received from the complainant,
- interviewing relevant staff,
- reviewing relevant records,
- gathering other relevant information;
- where considered necessary, interview the complainant and:
- remain calm, listen carefully, empathise with the customer, respond with concern, DO NOT ARGUE,
- thank the complainant for making the complaint as it may well be of use in the Quality Improvement process,
- clarify the complaint with the complainant,
- identify the complainant's expectations.
- resolving the complaint:
- attempt to resolve the complaint by offering solutions with delegation,
- document resolution of complaint on Complaints Register and Corrective Action Report, and
- follow-up by the Quality Manager or delegate to ensure that agreed action has been carried out and recorded on a Corrective Action Report.
- unresolved complaints - the Quality Manager is to report any complaint unresolved after 10 working days to the Operations Manager;
- further formal action - if the customer or staff member requests further formal action, the Operations Manager is to refer the matter to the CEO in writing with a summary of action taken to date and relevant records.

Advice to Students Regarding Complaints

While our aim is for students to complete their studies without unnecessary barriers or incidents, sometimes processes for factors inadvertently interfere with students' learning. Corporate Security Training has procedures for students to provide feedback on the quality of courses, and after graduation, you will be asked to evaluate your program. However, sometimes there are situations where you believe need to be addressed or resolved immediately.

The Complaint Form allows you to lodge your concern about any issue related to your enrolment or study as a student of Corporate Security Training. Each report that is lodged with the CST will be reviewed and action will be taken to resolve issues that are resolvable. Each student lodging a report will receive a response from CST, providing contact details (i.e. a name, telephone number or e-mail address) are provided. We do ask for your name, such that we can provide you with

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feedback. If reports are lodged anonymously, they will be reviewed and actioned; however, feedback to the student is not possible.

For a diagrammatic representation of the above process refer to **CST Grievance Flow Chart v060303**, available upon request. All grievances and appeals will follow the guidelines as set out by the AQTF Standard 1.5 and that of Corporate Security Training.

Further Information

General enquiries concerning the application of this policy may be directed to the Director in the first instance.

Support Services

For students having difficulties with any part of the course, you are able to ask your instructor for extra assistance at any non-lecturing time. If required you be also entitled to ring the CST office with any queries relating to the course or any difficulties you may have regarding your participation on any course.

Credit Transfer

Students completing certain modules in many of CST's courses are eligible for credits in other courses. An example of the use of a credit transfer would be if a student has completed the Legal Studies module in the Security Officer course would be eligible for almost an exemption from having to complete most of the Legal Studies module in the Crowd Controller course. These transfers save study time and costs in other CST courses, and are a good way to update or use when transferring interstate. Contact the lecturer or CST office for assistance.

Entry/Exit Points

A student can complete any section(s) of a course or join a course at various entries points. Some students may only need to cover certain modules in any course and are welcome to attend for these sections only.

Appeals

If you feel aggrieved by any decision regarding assessment, contact the CST where our staff will organise for an instructor to contact you to resolve any problems. The appeal period is 6 weeks from the completion of the subject or module or unit. If still dissatisfied, you can then contact CST's Director to have your matter heard.

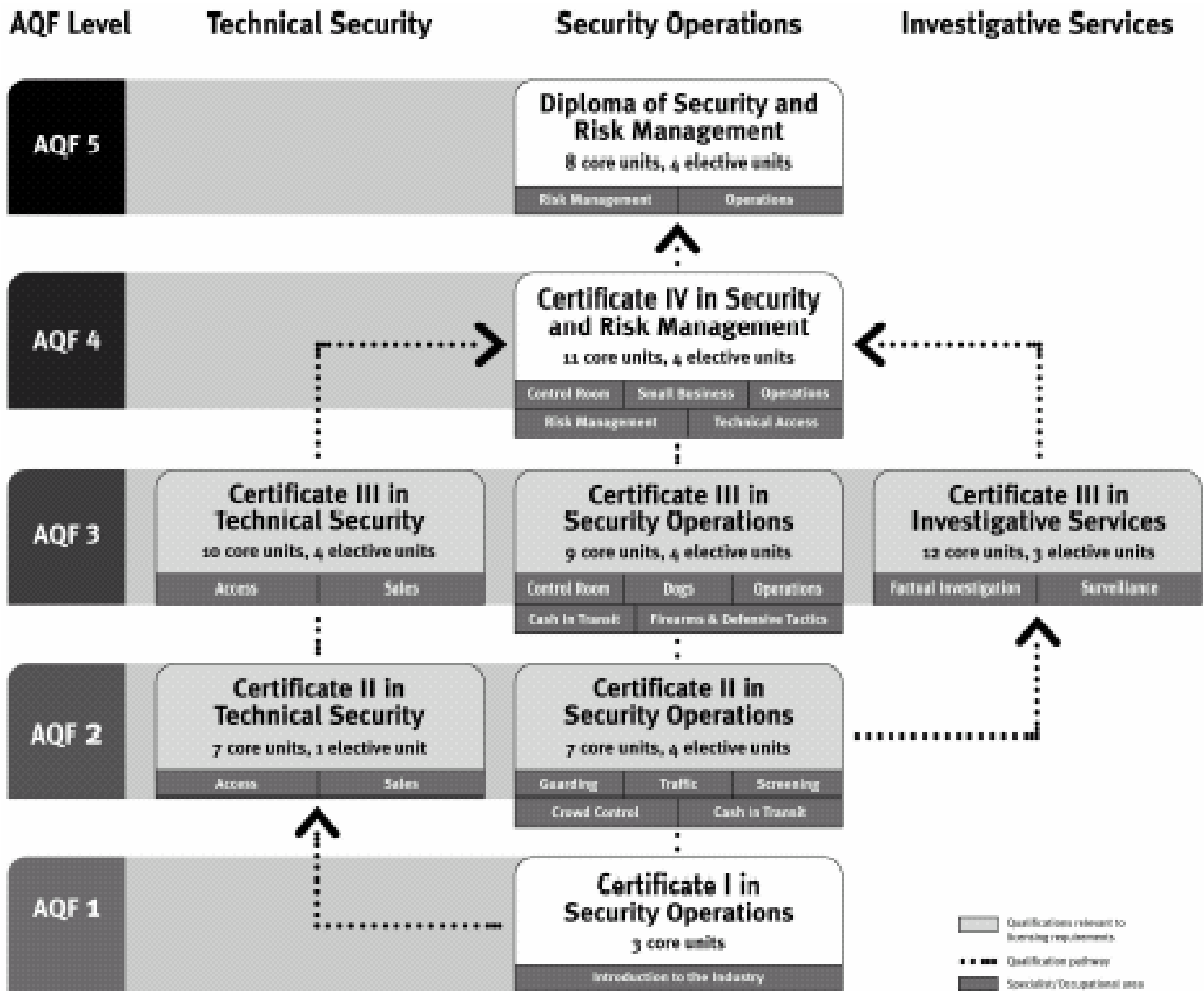
Articulation

See our detailed brochures for other courses available. The PRS03 Training Package provides career paths, options and potential for professional development.

Guarantee

CST honours all guarantees outlined in our Code of Practice and brochures. CST can have its registration withdrawn for non-compliance with this Code of Practice

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LEGISLATION AND GOVERNMENT ACTS

RTO STATUS

Corporate Security Training (CST) will maintain its status as a Registered Training Organisation (RTO) under the National Training Framework and must ensure compliance with the standards of the Australian Quality Training Framework. The standards of the Australian Quality Training Framework (AQTF) are part of the Operations Manual requirements of Corporate Security Training (CST). As a Registered Training Organisation, Corporate Security Training ensures that its policies and procedures meet the requirements and stipulations of all Commonwealth State and / or Territory Legislation relevant to its scope of operations.

These Acts include but are not limited to:

- Criminal Code (QLD)
- Training and Employment Act 2000
- Training and Employment Regulation 2000
- Workplace Health and Safety Act 1995
- Privacy Act 1988
- Liquor Act 1992 (QLD)
- Weapons Act 1990 (QLD)
- Weapons Regulation 1996 (QLD)
- Security Providers Act 1993 (QLD)
- Security Providers Regulation 1995 (QLD)
- WorkCover Queensland Act 1996 (QLD)
- Anti-Discrimination Act 1991 (QLD)
- Copyright Act 1968 (C'wealth)
- Domestic and Family Violence Protection Act 1989 (QLD)

All staff are encouraged to familiarise themselves with these Acts and the way they impact on their work and the scope of Corporate Security Training's operations. Copies of the Acts are available for perusal from the Administration Office or can be obtained by following the links from the Queensland Government website: www.qld.gov.au

COURSE APPROVAL

Corporate Security Training (CST) conducts training courses comprising units within the Asset Security Training Package PRS03.

Some of these courses include but are not limited to:

- Certificate I in Security Operations
- Certificate II Security Operations
- Certificate III Security Operations
- Certificate III Investigative Services
- Certificate IV in Security and Risk Management
- Certificate IV in Small Business Management
- Certificate IV in Frontline Management
- Diploma in Security and Risk Management
- Firearms and Defensive Tactics

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- Executive Protection
- Defensive Tactics Instructor
- Control & Restraint Course
- Baton Course
- Handcuff Course
- Responsible Service of Alcohol

COURSE COMMENCEMENT

A student will receive guidance/instructions from the lecture as a part of the students acceptance regarding the induction procedure which occurs on the first day of all courses held at CST. (subjects covered but not limited to: Student manual, Student guide, Student handbook, Toolbox CD, Justice act and Orientation/housekeeping.)

Each student signs and returns a course acceptance sheet to indicate he / she has received the course materials, induction and information relevant to that course.

STUDENT RIGHTS AND RESPONSIBILITIES UNDER CORPORATE SECURITY TRAINING'S EQUAL OPPORTUNITIES POLICIES

This section outlines what you can expect from Corporate Security Training in terms of equitable treatment of yourself and other students and what in turn CST expects of you in terms of your equitable treatment of others including peers, academic and administrative staff of Corporate Security Training.

The main inclusive policy is the one on Equal Opportunity. It should be noted that this policy incorporates more than just employment and educational opportunities as it embodies various pieces of legislation on non-discriminatory practices.

Policy on Equal Opportunity

Corporate Security Training is committed to a policy of equal opportunity and freedom from all forms of discrimination as determined by legislation or CST. The policy is issued on the basis that it is fair and just and contributes to the fulfilment of Corporate Security Training's mission and goals.

In fulfilling this policy, CST aims to:

- promote the development of a learning culture supportive of equity principles
- ensure all of its management and educational policies and practices reflect and respect the social and cultural diversity contained within CST and the community it services
- ensure that the appointment and advancement of staff and admission and progression of students within Corporate Security Training are on the basis of merit
- provide equal employment and educational opportunities within Corporate Security Training and identify and remove barriers to participation and progression in employment and education, and implement an affirmative action program for equity groups
- eliminate unlawful discrimination against staff and students on the grounds of sex, marital status, pregnancy, breastfeeding, race, age, parenthood, physical, intellectual and mental

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impairment, religious belief, lawful sexual activity, trade union activity, criminal record, social origin, medical record, nationality, political belief or activity

- comply with state and federal legislation on discrimination, equal opportunity and affirmative action and binding international human rights instruments.
- Corporate Security Training expects all staff, students and members of the CST community to act in accordance with this policy.

Policy on Inclusive language and Presentation

Under its equal opportunity policy, Corporate Security Training aims to 'provide equal employment and educational opportunities within Corporate Security Training and identify and remove barriers to participation and progression in employment and education'.

To this end, Corporate Security Training supports a policy of inclusive language and presentation in all administrative and academic activities of CST.

This means Corporate Security Training will:

- actively promote the use of inclusive language and presentation by staff and students in all CST documents and material, both written and otherwise
- actively promote the use of inclusive texts and materials in all CST teaching and presentations
- work towards the elimination of demeaning or discriminatory language and visual representations at Corporate Security Training
- take active steps to ensure that all staff and students are aware of their responsibilities under the policy, and take appropriate to assist staff to comply
- develop and maintain a procedure for resolving complaints of demeaning or discriminatory language and presentation

CORPORATE SECURITY TRAINING SEXUAL AND GENDER - BASED HARASSMENT POLICY AND PROCEDURES

Sexual and Gender-Based Harassment Policy

Corporate Security Training has adopted a policy on Equal Opportunity to reflect its commitment to equal opportunity and freedom from all forms of discrimination in education and employment, as determined by legislation or by Council.

Corporate Security Training recognises the right of all students and staff to work and/or study in an environment free from sexual and gender-based harassment. Sexual harassment and discrimination on the basis of sex are unlawful and unacceptable within CST.

Corporate Security Training acknowledges its responsibility to ensure that staff, students and members of Corporate Security Training are made aware of what constitutes unacceptable behaviour.

Corporate Security Training recognises its responsibility to take prompt and effective action to deal with complaints of sexual and gender-based harassment and to ensure that all people involved in the complaint, including the complainant, the person complained about and witnesses are treated

fairly. Corporate Security Training will do everything in its power to ensure that people are not victimised in any way. It also recognises the responsibility of managers to take a proactive role in dealing with any manifestations of sexual and gender based harassment in accordance with this policy.

What is harassment?

Harassment is a form of discrimination. It is offensive social behaviour. Corporate Security Training recognises that behaviour that is regarded as harmless, trivial or a joke may constitute sexual or gender-based harassment, where such behaviour is personally offensive, humiliating or distressing to the recipient.

Sexual Harassment

Sexual harassment is any form of offensive sexual attention that is uninvited and unwelcome. It can be a single incident or a persistent pattern of unwelcome behaviour and it should be noted that the distress can be the same whether the conduct is intentional or unintentional. Sexual harassment can range from subtle behaviour to explicit demands for sexual activity or even criminal assault and includes:

- inappropriate remarks with sexual connotations
- smutty sexual jokes
- the display of offensive material
- staring, leering, offensive gestures
- inappropriate posturing
- comments and questions about another persons sexual conduct and/or private relationships
- persistent unwelcome invitations
- request for sexual favours
- offensive written, telephone or electronic mail or other computer system communications
- unnecessary close physical proximity including persistently following a person
- unwelcome physical conduct such as brushing against or touching a person actual molestation
- sexual assault.

Gender-Based Harassment

Gender-based harassment is any conduct that is unwelcome because it denigrates a person on the basis of their gender. It can be a single incident or a persistent pattern of unwanted behaviour and constitutes unlawful discrimination if it can be shown that the person being harassed is being treated unfavourably on the basis of their gender. The term covers a range of behaviour which in its context amounts to harassment, including:

- denigrating comments regarding a person's gender
- display of written or pictorial material that denigrates a person's gender
- negative behaviours, eg. bullying, intimidating or excluding related to the gender of the person
- expressing stereotyping, that is assumptions based on gender about the persons gender, group behaviour, values, culture or ability.

ACCESS AND EQUITY POLICY

1. Policies and Principles

1.1 Policy

1.1.1 Corporate Security Training has established these procedures in recognition of its commitment to equal opportunity in education and employment and its obligations under State and Commonwealth equal opportunity and anti-discrimination legislation. Corporate Security Training is committed to providing an environment where students and staff are able to work and study effectively, without fear of discrimination and harassment.

1.1.2 These procedures, which are governed by the principles of procedural fairness, may be used to resolve complaints of sexual harassment and of direct and indirect discrimination and harassment on the basis of the grounds recognised in Corporate Security Training's equal opportunity policy of:

“ To undertake to –

- promote and support equal employment opportunity in all its activities
- eliminate discrimination on the grounds of:
 - race, colour, national or ethnic origin, or nationality
 - sex or gender, sexual preference, marital or parental status, or pregnancy
 - religious or political belief or activity, or industrial activity
 - age
 - disability
 - or any other ground specified by legislation
- create an environment characterised by respect where staff are able to work free from discrimination or harassment
- use non-discriminatory, inclusive language in all official documents and encourage its use within Corporate Security Training
- identify groups who have experienced disadvantage in employment and develop policy and programs to remedy that disadvantage
- ensure the application of the merit principle in recruitment, selection, reclassification and promotion
- provide equitable career development activities for all staff
- ensure equitable access to decision-making and resources
- ensure effective consultation with staff and students in the development and implementation of equal employment opportunity
- ensure the accountability of all staff, contractors and students for the implementation of Corporate Security Training's equal employment opportunity policies and programs “

1.2 Principles

The procedures are based on the following principles, which should be adhered to by all those responsible for their implementation

1.2.1 All students and staff members of Corporate Security Training will be informed of the process and the procedures and may consult, in confidence, with specially-appointed Advisers if they believe they may have been discriminated against or harassed on one of the grounds in Corporate Security Training's equal opportunity policy.

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1.2.2 A staff member or student who believes he or she has been discriminated against or harassed on account of gender transition or sexual reassignment may consult an Adviser and request conciliation or investigation under these procedures.

1.2.3 The principles of procedural fairness apply at all stages of the complaint resolution process. Those responsible for investigating and resolving the matter have a duty not to be affected by bias or conflict of interest and must act fairly and impartially. Each party must be given a fair opportunity to know the case against him or her and to be heard.

1.2.3 It is of paramount importance in the best interests of the complainant and respondent that confidentiality is maintained during these procedures.

1.2.5 Appropriate steps will be taken to ensure harmonious working relationships during and after conciliation and investigation.

1.2.6 In some circumstances, it is best for an individual to act to resolve the problem by discussing it with the person concerned.

1.2.7 Staff members and officers of student organisations have a responsibility to take appropriate action if concerns about discrimination or harassment are brought to their attention.

1.2.8 The preferred method of resolving problems will be by discussion, co-operation and a process of conciliation which aims not to make a finding but to assist the parties to reach agreement on an acceptable outcome.

1.2.9 It is recognised that conciliation may not be appropriate where a staff member or student holds a reasonable belief that discussion is likely to provoke further incidents of harassment or victimisation or to cause unnecessary distress.

1.2.10 A process for investigation of formal complaints is available where conciliation is inappropriate or has proved unsatisfactory.

1.2.11 Circumstances may arise which requires a matter commenced under these procedures to be dealt with under the provisions of a relevant industrial instrument or student disciplinary procedures. If this is the case, a complainant may still be entitled to appropriate remedial action.

1.2.12 Complaints will be investigated promptly, involving as few people as possible. Complainants and respondents are entitled to receive advice and support as appropriate and to be kept informed of the progress of a complaint.

1.2.13 The right of individuals to make complaints under relevant State and Federal legislation is recognised.

1.2.14 Staff members and students using these procedures must not be victimised on that account and have the right to take action under these procedures if they believe victimisation has occurred.

1.2.15 Corporate Security Training, while committed to providing an environment free of discrimination and harassment, will not tolerate vexatious or entertain frivolous complaints.

1.2.16 These procedures apply to all members of staff and students engaged in activities conducted under training auspices, including off-campus activity related either to a staff member's employment with Corporate Security Training or to a student's course. In the case of a staff member, the procedures may also be invoked where it is alleged that the staff member's relationship with Corporate Security Training was a factor in the incident complained of.

2. Definitions

2.1 Discrimination

2.1.1 In general terms, discrimination is any practice which makes distinctions between individuals or groups so as to disadvantage some and to advantage others, on the basis of their status (for example sex or race) or private life (for example, religious or political conviction), or the characteristics generally attributed to persons of that status or private life.

2.1.2 Direct discrimination on the part of an educator or employer involves treating a person less favourably because of their status than another person of a different status would be in comparable circumstances. It is recognised that some forms of harassment may amount to discrimination.

2.1.3 The term indirect discrimination refers to a policy or practice which appear to be neutral but which results in a particular person or group being adversely affected. Indirect discrimination is usually unintended. In order to constitute indirect discrimination, the particular policy or practice must be unreasonable in the circumstances.

2.1.4 Staff members or students may seek advice or complain under these procedures if they believe they have been discriminated against on any of the grounds recognised in Corporate Security Training's Equal Opportunity Policy:

2.2 Sexual harassment and other forms of discriminatory harassment

2.2.1 Staff members or students may seek advice or complain under these procedures if they believe they have been subjected to sexual harassment or harassment on any of the grounds nominated in Corporate Security Training's Equal Opportunity Policy:

- race, colour, national or ethnic origin, nationality;
- sex or gender, sexual preference, marital status,
- pregnancy, status as a parent or a carer; religious or political belief or activity, industrial activity;
- age, physical features, disability, medical record;
- personal association with a person who is identified by reference to any of the listed attributes; and
- on any other ground which the Council on the advice of the Equal Opportunity Committee shall after due consideration determine to be a basis of discriminatory practice.

2.2.2 Sexual and other forms of harassment may occur among peers or co-workers, and in subordinate-supervisor, supervisor-subordinate or staff-student, student-staff, student-student situations.

2.2.3 Sexual harassment is an unwelcome sexual advance or unwelcome request for sexual favours or other unwelcome conduct of a sexual nature, in circumstances in which a reasonable person would anticipate that the person harassed would be offended, humiliated or intimidated.

2.2.4 Sexual harassment may occur as a single incident or a series of incidents and may include: personally offensive comments;

- sexual or smutty jokes;
- comments or teasing about a person's alleged sexual activities or private life;

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- persistent unwelcome invitation/s or telephone calls on campus or at home;
- being followed home from campus;
- offensive hand or body gestures;
- physical contact such as patting, pinching, touching or putting an arm round another person;
- the display of sexually-suggestive material;
- unwanted declarations of affection;
- sexual assault and rape.

2.2.5 Forms of sexual behaviour which may initially appear mild or trivial can constitute severe harassment in staff/student or employer/employee relationships where there is formal inequality of personal status.

2.2.6 Discriminatory harassment is behaviour or acts directed against individuals or groups which are experienced as distressing, insulting, offensive, demeaning, humiliating or intimidating. Examples of harassment include intrusive or inappropriate questions or comments about a person's private life, unwanted written, telephone or electronic messages, promises or threats relating to a person's status in the workplace or as a student, physical violence or the threat of physical violence.

3. Advisers

3.1 Appointment of Advisers

3.1.1 The Managing Director of Corporate Security Training, with executive responsibility for equal opportunity may, after receiving the advice, appoint a sufficient number of male and female Advisers to provide access to staff and students.

3.1.2 Prior to recommending the appointment of advisers the Managing Director will consult widely to ensure that Advisers represent as broad a range of employment and study areas as possible.

3.1.3 The names of Advisers will be widely publicised to staff and students.

3.1.4 Advisers shall be members of staff who have been trained in counselling techniques appropriate to alleged discrimination and harassment and briefed on relevant legislation and procedures, prior to appointment.

3.1.5 The Managing Director shall arrange the initial training of Advisers, provide continuing support and advice and convene regular meetings of the Advisers to discuss operation of these procedures.

3.2 Role of the Advisers

3.2.1 The role of the Advisers is to act fairly and impartially to provide information and support in confidence to:

- members of Corporate Security Training community who perceive that they may have experienced harassment or discrimination or who believe an allegation of harassment or discrimination may be or has been made against them;
- staff members or officers of student organisations considering appropriate action under 1.2.4;

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- staff members or students who believe they have been victimised on account of taking action under these procedures in order that the person seeking assistance ('the client') may be able to make an informed choice about further action.

3.2.2 Assistance provide by the Adviser to the client includes:

- listening seriously and impartially to the concerns and perceptions of the client;
- explaining Corporate Security Training's policy on discrimination and harassment and the procedures available for resolving complaints;
- exploring possible strategies by which the client might act to resolve the difficulty, for example - approaching the other party;
- writing a confidential letter; requesting the assistance of an appropriate person; requesting the assistance of a Conciliator; or making a request to the Managing Director for the matter to be investigated.
- providing information about rights under the relevant legislation, including the right to complain to the Commission for Equal Opportunity;
- referring the client where appropriate to another source of assistance - for example, counselling or legal services;
- providing appropriate support to the client until the matter is resolved, whether under these or under the relevant provisions of an industrial instrument or student disciplinary procedures;
- consulting with the Managing Director of Corporate Security Training on ensuring good working relationships during and after the process of resolving the matter.

3.2.3 If an Adviser has reason to believe a sexual assault or other criminal offence of a sexual nature has occurred on training property, the Adviser will report the matter immediately to the Managing Director of Corporate Security Training. The client will not be identified, except with his or her consent. The client will be advised to report the matter to the police and to consult a sexual assault centre or relevant services on campus.

3.2.4 For the purpose of monitoring operation of the procedures, the Adviser shall provide a written confidential report (omitting identifying material) on each matter dealt with to the Managing Director of Corporate Security Training.

3.2.5 The Adviser will not disclose any information about a client without the client's consent, except where the Adviser holds a reasonable belief that failure to disclose to an appropriate authority will lead to serious harm to an individual or the community.

4. Conciliation

4.1 Advisers (including both males and females) may receive additional specialist training in conciliation and will be appointed as Conciliators. An Adviser may not act as a Conciliator in any matter in which he or she was initially consulted by one of the parties.

4.2 Where appropriate and with the agreement of the client, an Adviser may refer the matter to the Managing Director of Corporate Security Training, who will assign a Conciliator to undertake conciliation in order to assist the parties to reach an agreed solution to the problem, which will enable the parties to continue to work or study in a manner satisfactory to both.

4.3 At the client's request, the Conciliator may approach the other party with an invitation to attend a confidential conciliation conference. The Conciliator will give a brief account of the matter to be

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discussed, explain the conciliation procedure and give the other party a copy of this document. Normally, a week's notice of a conciliation conference will be provided.

4.4 Conciliation conferences are conducted under the auspices of the Equal Opportunity Policy.

4.5 The calling of a conciliation conference does not imply that there is a case to answer. It is not the conciliator's role to make a formal finding, but to assist the parties to reach agreement on a mutually-satisfactory resolution to the problem.

4.6 Each party may be accompanied to the conference by an Adviser, colleague or representative of the appropriate staff or student association or some other person.

4.7 Both parties will have the opportunity at the conference to state their views on the matter and their desired outcome in the presence of the other. The Conciliator may also interview the parties separately at any stage of the process.

4.8 The parties may agree to sign a confidential written record of the agreement at the end of the conciliation conference. A confidential file record will be kept of the names of the persons participating in the conciliation and the dates of any meetings.

4.9 The Conciliator will not disclose any information about the parties without their consent, except where the Conciliator holds a reasonable belief that failure to disclose to an appropriate authority will lead to serious harm to an individual or the community.

4.10 Evidence of anything said or done during conciliation will not be admissible in any other action taken under these or other Chubb Training procedures.

5. Investigation Of Complaints

5.1 Requesting an Investigation

5.1.1 A staff member or student who believes that he or she has been the victim of discrimination or harassment or that he or she has been victimised as a result of action taken under these procedures may make a confidential written request to investigate to the Managing Director of Corporate Security Training.

5.1.2 Before making a request to investigate under 5.1.1, a staff member or a student must consult an Adviser who will normally attempt to resolve the problem through conciliation or other options.

5.1.3 A request to investigate must be lodged with the Managing Director of Corporate security Training by the complainant within twelve months of the last incident occurring which is the subject of the complaint.

5.1.4 A request to investigate will not be accepted outside the 12 month period unless the Managing Director of Corporate Security Training considers it appropriate in the particular circumstances.

5.1.5 The request to investigate must be supported by a written statement describing the incident which is the subject of the complaint.

5.1.6 A staff member or student may seek assistance from any person with the preparation of the written statement.

5.1.7 The Managing Director of Corporate Security Training may issue an interim direction regarding relevant matters including the need to suspend a respondent pursuant to the relevant provision in the appropriate industrial Award or to exclude a respondent pursuant to the relevant provision of the Discipline Statute during the process of resolving the complaint.

5.2 Action on requests to investigate

5.2.1 On receipt of a request to investigate a complaint of discrimination or harassment, the Managing Director of Corporate Security Training shall request Corporate Security Training Solicitor's advice on the most appropriate method of proceeding to resolve the matter. The Solicitor may recommend:

- investigation by a panel as in 5.3 below;
- action under alternative disciplinary procedures for staff or students;
- referral of the matter to an internal or external conciliator; or
- an alternative procedure consistent with equal opportunity principles and procedural fairness which is appropriate in the circumstances of the case.

The circumstances could include a claim that Corporate Security Training had discriminated against a complainant in the termination of his or her employment. The Managing Director of Corporate Security Training may decline to investigate a complaint if it is frivolous, vexatious, misconceived or lacking in substance.

5.2.2 If the matter is taken up under the provisions of the relevant industrial instrument or student disciplinary procedures, the Managing Director of Corporate Security Training will be kept informed of the progress of the matter and may direct that remedial action of the kind specified in paragraph 5.4.2 be taken.

5.2.3 On the advice of Corporate Security Training's Solicitor to continue to process a complaint under these procedures, the Managing Director of Corporate Security Training shall immediately make available a copy of the complainant's statement to the respondent, who will have 20 days to reply. The Managing Director of Corporate Security Training may grant an extension of time in special circumstances. The respondent may seek assistance from a person of his or her choice with the preparation of the reply and will be advised of assistance available within Corporate Security Training. A copy of the response will be forwarded by the Managing Director of Corporate Security Training to the complainant.

5.2.4 The Managing Director of Corporate Security Training shall appoint a panel as soon as practicable to meet within a reasonable time of the receipt of the respondent's reply in order to investigate, report and make recommendations on appropriate action. Both sexes must be represented on the panel, which will consist of the following members:

- (i) nominee of the Managing Director of Corporate Security Training (as convener)
- (ii) a person independent to Corporate Security Training, not including a contractor or consultant to Corporate Security Training
- (iii) a third person agreed by the two members above and acceptable to the complainant.

5.3 Proceedings of the Panel

5.3.1 The role of the panel is not to conciliate but to investigate and determine the facts in dispute and make recommendations about appropriate resolution. The panel will be guided in all its investigations by the principles of equal opportunity as described in paragraph 1.2. and the principles of procedural fairness as described in 1.2.2

5.3.2 Proceedings of the panel will be held in confidence and no information about the investigation will be disclosed except to a person to whom disclosure is consistent with his or her official position and responsibilities.

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5.3.3 Should the respondent fail to submit a written reply to the complainant's allegation or refuse/fail to appear in person before the panel, the panel may meet and make a determination on the complaint after investigating the matter and without having heard from the respondent.

5.3.4 Within 30 days of the receipt of the respondent's reply by the Managing Director of Corporate Security Training, the panel will normally conduct a hearing in which it interviews the complainant and respondent in the presence of each other. Delays may occur due to circumstances outside Corporate Security Training's control.

5.3.5 Each party may be assisted at the hearing by a colleague, fellow student or another independent person, not including a lawyer, as is agreed between the party and the person assisting.

5.3.6 Each party may speak for themselves or through the person assisting.

5.3.7 Each party may request that the panel interview witnesses and the panel may also call its own witnesses.

5.3.8 After investigation the panel will first consider whether the complaint is substantiated and then consider the formulation of appropriate recommendations.

5.4 Substantiated Complaints

Recommendation: Respondent

5.4.1 If a complaint is found to be substantiated, the panel shall recommend that the Managing Director of Corporate Security Training:

- counsel the respondent; or
- warn the respondent that any repetition of the conduct may be regarded as serious misconduct under Corporate Security Training's disciplinary procedures; or
- advise the Managing Director of Corporate Security Training to institute disciplinary action under the relevant industrial instrument or student disciplinary procedures.

In making its recommendations, the panel may consider evidence that the respondent has been counselled or warned as a result of previous complaints.

Recommendation: Complainant

5.4.2 The panel may recommend that the Managing Director of Corporate Security Training take such action as is necessary to:

- restore the complainant to at least the same standing as at the time when the incident(s) occurred;
- subject to Corporate Security Training's obligations under any relevant insurance policy, repair any loss or damage pecuniary or otherwise, which may have been suffered by the complainant as a consequence of the behaviour giving rise to the complaint or the making of the complaint;
- prevent the complainant, by taking relevant steps, from being disadvantaged or subjected to reprisals of any kind by any person by reason of making the complaint.

Recommendation: General

5.4.3 The panel may make such other recommendations as it considers necessary to:

- resolve the problem;

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- prevent similar problems arising in future;
- ensure the continuation or restoration of good workplace relationships or an effective learning environment.

5.5 Complaints Not Substantiated

5.5.1 Where the complaint is found not to be substantiated, the Managing Director of Corporate Security Training will so advise the complainant and the respondent, and if necessary, the Managing Director of Corporate Security Training will take relevant steps to prevent the complainant or the person against whom the complaint is made being subjected to reprisals or discrimination of any kind by any person by reason of the complaint having been made.

5.5.2 If the panel finds that the complaint was frivolous, vexatious or made in bad faith it shall so advise the Managing Director of Corporate Security Training.

5.6 Report of the panel

5.6.1 The Managing Director of Corporate Security Training will ensure that the complainant, the respondent and the Adviser are informed in writing of the findings of the investigation and of any action to be taken as a result as soon as practicable in the circumstances. Complainants will also be reminded at the same time of their rights under equal opportunity law. The complainant and the respondent may then make a further submission to the Managing Director of Corporate Security Training concerning the actions which the panel has recommended should be taken.

5.6.2 The panel will give reasons for its determination in a written report to the Managing Director of Corporate Security Training, normally within 60 days of the conclusion of the investigation. A copy of the panel's report will be made available to the complainant and the respondent.

6. Confidentiality

6.1 It is of paramount importance in the best interests of the complainant and respondent that confidentiality is maintained at all stages of these procedures. Communication about the complaint must be limited to persons to whom disclosure is consistent with their official position and responsibilities.

6.2 An accusation of harassment or discrimination is potentially defamatory and in order that defences to a defamation action are available to Corporate Security Training or other person involved, it is essential that the following be observed:

- (a) a staff member or student must act honestly and in good faith in using these procedures;
- (b) a staff member or student wishing to communicate with another person about a matter coming under these procedures must do so in private or send a letter marked "personal and confidential" outlining their concern.
- (c) all those involved in these procedures must act within their roles, and abide by Corporate Security Training's policy and guidelines.

6.3 In an emergency, the public interest may require that Corporate Security Training release confidential information to the appropriate authorities. This is permitted by law. Similarly Corporate Security Training must comply with binding legal requirements to release confidential information, for example in response to a subpoena or a search warrant.

7. Operation of the Procedures

7.1 The Managing Director of Corporate Security Training will be responsible for the operation of the procedures and will have access to all relevant meetings and records.

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7.2 The Managing Director of Corporate Security Training will ensure safekeeping of relevant records and in accordance with relevant legislation.

LANGUAGE, LITERACY & NUMERACY

An initial language, literacy and numeracy assessment will ensure that the trainee or student will have a reasonable chance of success in their training. It is necessary to identify the level of language, literacy and numeracy skills that trainees in particular possess when the training plan is being developed. This will identify those trainees who may need additional training, and those who may need to be referred to alternative training.

All students and in particular trainees will need to learn some new language, literacy and numeracy skills that are specific to their particular job. Your CST trainers will provide clear instructions and ample opportunities for practice when reading, writing, oral and numeracy tasks are required as part of a competency.

Some trainees may need additional assistance in language, literacy and numeracy, and some may not have sufficient skill to succeed in Corporate Security Training training program and may need to be referred to a specialist language, literacy and numeracy course at TAFE or other organisation like an English language Institute for overseas students.

In some cases, your initial assessment may be as simple as completing the Course Application Form, or may consist of a telephone or face-to-face interview combined with a brief introductory discussion, or assessment of skills by your trainer (some formal and some informal). This may be as simple as a “warming up” session in the class where the trainer introduces themselves and so do the students. In most cases, their will be a combination of the above assessment methods.

In cases where potential students show limited capacity in Language, Literacy and Numeracy skills they will be provided with Corporate Security Training’s LL&N test. When completed, the test will be assessed by a CST assessor and the student will be advised of the result.

If the student’s LL&N is assessed as; Competent, the student may enrol in his / her selected course(s). If the student is assessed as; Not Yet competent, he / she may be referred to an appropriate LL&N training program at TAFE. The student will be advised that he / she may re-apply for a CST course when his / her LL&N skills have improved.

Based on Competency students will be provided the ability to enrol in the respective approved course for their literacy level. Where a student is deemed to hold insufficient capacity of Language, Literacy and Numeracy skills they will be referred to an appropriate body to reach that level as deemed competent by Corporate Security Training for their respective course application.

POLICY ON ASSESSMENTS

Assignment Layout

All assignments submitted for assessment must be typed and laid out to meet the following requirements:

- **Font** Times New Roman

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- **Size** 12 point
- **Print Colour** Black
- **Paper Colour** White
- **Line Spacing** 1.5lines
- **Header** <Subject> <Assessment Number> <Student Name>
- **Footer** <Date> <Page # of #>

Incorrectly formatted assignment tasks will be returned un-assessed. All assignments must be accompanied by the appropriate assignment cover sheet, as supplied by Corporate Security Training with the study materials.

Due Dates

Students who fail to submit assignments by the set due date may be subject to a penalty as outlined below.

Granting of extensions for late submission of assignments or late presentation of oral work.

A due date for an essay is the final acceptable date for submission of an essay. In most cases essay topics will be available to students several weeks before they are due and may be handed in any time up to and including the due date. If you have a serious problem contact the course coordinator, in the first instance. However, the following problems are not regarded as so out of the ordinary to warrant the granting of an extension by the course coordinator:

- a minor accident involving a few hours paperwork
- other essays due the same day
- work pressures
- an interruption to study during the semester; and
- travel arrangements which conflict with the due date.

In the absence of an appropriate reason, a student's work will not be accepted for assessment or, at the discretion of the course coordinator, will be penalised 5% of the overall weight of the assignment per day.

Similar considerations apply to the presentation of oral work. Where a student has contracted to present oral work on a particular day the student must do so unless there are exceptional circumstances. If there are insufficient grounds students will not be permitted to present their work at a later date or, at the discretion of the course coordinator, will be penalised 5% of the overall weight of the assignment per day.

Similar considerations also apply to the granting of special consideration or a deferred examination. In particular, students who before publication of the exam timetable make travel or work commitments for any day in the examination period do so at their own risk and will be granted deferred examinations only in circumstances beyond their control, eg, serious illness or death of a close relative.

It is important that students with minor difficulties do not abuse the system so that it falls into disrepute and is then not made available to students who genuinely require it. It is equally important that students who are experiencing serious difficulties should seek help or assistance

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from the director or staff at CST, from counselling services, other agencies, services or professionals, at the time.

Students who cannot submit an assignment by the set due date can apply for an extension of up to a maximum of seven days by submitting the appropriate request in writing, setting out their name, subject, assignment title, due date, an explanation of the reason for the request and any supporting evidence for the claim. This application must be submitted to CST office no later than 4:30pm on the due date of the assignment.

Extension applications received after this date will not be considered. Such extensions shall only be granted with an approval from the relevant course coordinator. Students who require an extension of more than seven days after the set due date shall make an application for special consideration.

Submission of Assignments

Students must submit assignments to CST who shall record receipt of same, noting time and date. These assignments shall be forwarded to the relevant course coordinator for assessment. Work deemed not student's own work will be investigated and Disciplinary Policy will apply. If it is found that a student has cheated or submitted work not their own then they will be expelled from their training course and no refund will apply.

Penalty for Late Submission of Assignments

Where an assignment is:

- submitted after the due date and no permission for late submission has been granted in accordance with our extensions policy, and
- accepted for assessment by the relevant course coordinator,
- the course coordinator shall impose a penalty on the grade awarded for an assignment

The penalty imposed will be the deduction of 5% of the overall weight of the assignment per day.

Resubmission of Assessable Work

The decision to invite a student to resubmit a piece of assessment will be made at the discretion of the course coordinator in consultation with the lecturer. Resubmits will normally only be given for those pieces of assessment which are awarded a minimum level pass. The maximum result awarded to any student for resubmitted work will not exceed the grade of pass. The maximum duration for re-submission of work will not exceed two weeks.

Work Assessed As Not Yet Competent

Assignments that are assessed as not yet competent will be returned to the student. If the student is assessed as not yet competent for the entire subject, and that subject is a core subject, the student will need to re-apply to re-do that subject at their own cost at the next semester in order to obtain the full qualification. An academic record listing subjects/units in which the student is competent can be issued on request (and payment of a processing fee) at any time.

If the subject is not a core subject, they may either re-do that subject or another elective in order to obtain the relevant qualification. An academic record listing subjects/units in which the student is competent can be issued on request (and payment of a processing fee) at any time. In very rare

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circumstances as student may be invited to resubmit the particular piece of assessment. The decision to invite a student to resubmit a piece of assessment will be made at the discretion of the course coordinator in consultation with the lecturer.

Ownership of Assignments

All materials submitted for assessment or as part of any course shall become the property of Corporate Security Training.

Appeal Period

Marked assignments for each particular unit shall be retained by Corporate Security Training for a period of six weeks after the completion of the subject or module or unit (the appeal period). After the appeal period, the materials may be destroyed.

Marked assignments for a particular unit may be handed back by the lecturer for use during lectures or tutorials.

Review of Assignment Results

If a student wishes to have an assignment re-marked, an application for review must be submitted in writing to Corporate Security Training within two weeks of the assignment being marked.

Students seeking a review of an assignment result should be aware that such a submission may result in a lower mark being awarded. It should also be noted that an assessment will only be changed where the reviewing person feels that the original assessment is not at all justified. If the reviewer would only give the material a slightly different assessment then the original mark stands. There must be a fundamental difference in the assessment to justify a change of mark or assessment.

Assignment Referencing

Students are formally advised that the only acceptable practice allowed in relation to providing referencing at the end of the assignment, essay or research paper is a list of references that have been cited in the assignment, essay or research paper. Students may title this "Reference List" or "Bibliography" but this list will include cited references. This means that students **will not** include in their reference list/bibliography any material that is not clearly cited in the body of their assignment. Furthermore, the referencing system that must be used is the 'Author-Date' or 'Harvard' system. The particular form of Harvard system that must be used is system 2 as described below.

The following information is provided for students to assist them with referencing.

Examples of Entries in Lists of References and Bibliographies

1. Book: one author

Generally only the author's initials should be used. however, the author's given name may be spelt out in full to assist the reader to distinguish the author from another author with the same initials.

Clarke, E. (2001) Accounting: An introduction to principles and practice, Australia: Nelson Thomson Learning.

2. Book: two authors

Names of authors should be cited in the order in which they appear on the title page. Waring, A. and Glendon, A.I. (2001) *Managing Risk*, Australia: Nelson Thomson Learning.

3. Book: three authors

Aronson, M., Hunter, J. and Weinberg, M. (1988) *Litigation Evidence & Procedure*, 4th edition, Adelaide: Butterworths

4. Book: more than three authors

All authors' names are listed in the 'List of references' or 'Bibliography', even when et al. is used in the textual reference. With six or more authors, cite only the name of the first author mentioned on the title page, followed by 'et al'.

5. Book: edition other than first

Aronson, M., Hunter, J. and Weinberg, M. (1988) *Litigation Evidence & Procedure*, 4th edition, Adelaide: Butterworths

6. Book: author (s) unknown

Make sure that there really is no named author, not just that you neglected to take note of the authors name during your reading. *Criminal Law and Procedure NSW* (1999), Sydney: Butterworths

7. Book: editor (or compiler, reviser, translator) as 'author'

Often a book is a collection of writings – called 'readings', 'papers' or 'essays' – by different people writing separately, but published under the editorship of one or more persons. Entries in the List of References do not often refer to the whole work, but more often to one particular article in the book (See example 8). However, if you were writing a Bibliography, you would include an edited work. Thompson, A. (ed.) (1996) *Terrorism and the 2000 Olympics*, Canberra: Australian Defence Studies Centre

8. Book: component part by one author in a work edited (or compiled) by another

Sadleir, D. (1996) "Australia and Terrorism", in Thompson, A. (ed.) (1996) *Terrorism and the 2000 Olympics*, Canberra: Australian Defence Studies Centre, pp 43 – 49.

9. Book: corporate authorship

It is important that the textual reference agree in all details with the entry in the List of References. *The National Licensee's Certificate Awarding Body* (1996) *Handbook for the National Licensee's Certificate On-Licence*, Surrey: The National Licensee's Certificate Awarding Body.

10. Journal article

Most of the same rules apply as for a book, but page numbers for the whole article are included in the bibliographic entry for a journal. Rowe, P. (1999) 'Security & the law – Trespass', *Security Oz*, vol. 2, pp86 –89.

Where the journal is referred to by number only, the form of entry is: Muller, V. (1990) "Private Discourses from the Pedagogic Trenches", *English in Australia*, no. 94, pp29-38

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11. 'Standard' reference works

These are well known reference works, such as atlases and dictionaries, of which new editions come out fairly frequently. They are entered under the title even though an editor is mentioned in the title page. Editors come and go over the years and consequently these works are usually known by title. The Macquarie Illustrated World Atlas (1984), Sydney: Macquarie Library Pty Ltd.

12. Newspapers

If the name of the author of a newspaper article is known, the same format is used as for journal articles, with volume and series information being replaced by the day and the month. Condon, C. (1999) "Caught on Camera", Gold Coast Bulletin, 24 November, p. 3.

If the article has no obvious author, the form of entry is:

"Peace at a Price", (1999), Gold Coast Bulletin, 24 November, p. 1.

13. Plays and poetry

Plays and poetry may be referenced in terms of lines, scenes and verses such as the following:
Murray, Les, *Blood*, verse 9, line 2. Williamson, David, *Don's Party*, Act 2

14. Quoting from a secondary source

This is a case of quoting words that you find quoted by somebody else; that is, you find the words in a secondary source, not in the author's original writing (the primary source). The referencing you use should make this clear, rather than suggesting that you used the primary source. For example, if Siddle's words were found in a book written by Turner, your List of references should include an entry for Turner's book, not Siddle's: Turner, R. (1999) Security Officer & Crowd Controller Training Manual, Brisbane: Corporate Security Training.

15. Non print media

These differ markedly. Where possible these should be cited by producer, date, title, [Media type] and production company. Davis, J. (1997) North Hollywood Shoot-Out [Video], USA: MVP Home Entertainment

16. Conference proceedings

Papers presented at conferences and published as proceedings are referenced in the same manner as multi-author books. Turner, R. and Ogg, L., (2001) 'Senior First Aid Course Theory', Conference Proceedings, Corporate Security Training Conference, Brisbane, pp 147-149.

17. Citing Internet resources

Information obtained from the Internet is covered by copyright law. For this reason it is important to cite Internet references in your bibliography just as you would cite print references. The information provided in a citation should be sufficient to accurately identify the resources. A date of access is very useful as Internet resources change rapidly.

Some examples are shown below:

a. Individual work

Author. (Year) Title of Document [Type of medium]. Available: URL [Access date].

b. Journal article

Author. (Year) Title of Article, Journal Title [Type of medium], volume, issue, paging or indicator of length. Available: URL [Access date].

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c. Discussion list message

Sender. (date) Subject of message. Name of Discussion List [Type of medium]. Address: e-mail address of list (or URL of archive and details of how to retrieve).

Rowe. P. (1999, November 30) "Survival Learning Theory", PPCT Instructor Trainers Forum [E-mail]. Address: PPCTIT@ppct.com

d. Personal e-mail

Sender [Sender's e-mail address](Date)"Subject of message", private e-mail message to recipient [recipient's e-mail address]. Hancock, D. [info@qhss.com.au] (1999, November 25) "Next LIAG Meeting", email to Richard Turner [richard@corporatesecuritytraining.com.au]

PROCESSING SUBMITTED WORK

On receipt of the assessments / toolbox / assignments, Administration is to register the receipt of these on the Database under the student's file for tracking of student assessment submission. Completed assignments and toolboxes which have been submitted for assessment are given to the appropriate Instructor. The assessor must then be notified that they have submitted work in their work tray, which requires assessment.

The assessor is then required to collect the documents / Toolbox and assess them at his/her earliest possible convenience. Once the work has been assessed the assessor will either sign off that student i.e. complete Assessment Record and order certification to be issued or will return work to Administration with an indication of further work that is required. Administration should make note on the Database of the outcome.

CST – PRIVACY MANAGEMENT POLICY

Corporate Security Training holds a large amount of personal information concerning students and in a small part staff. This information is gathered as a result of our teaching, research and administrative functions. Corporate Security Training in the course of its activities generates some information (eg. assessment results, enrolment information, etc.) or it can be collected directly from the persons concerned. The privacy of persons for which Corporate Security Training and affiliated training providers hold information is to be maintained and respected at all times.

Personal information is information not in the public domain which identifies an individual and which is capable of being associated with a specified individual. In the Corporate Security Training context, examples of personal information include home address, home telephone number, date of birth, next of kin, academic history; salaries and wages of CST staff; all information concerning students, their enrolment and academic performance. It may include visual information, such as photographs of people. For the purposes of this policy, personal information is given a broader meaning than in the *Freedom of Information Act 1992* (the FOI Act refers to "personal affairs information", meaning matters of private concern to individuals).

Collection of Personal Information

Information should be collected only where it is necessary to carry out a particular function or administrative activity. For instance, it is rare that information concerning a student's marital status is required for normal administrative functions associated with enrolment or study. Where the information is not required for any specific purpose, it should not be collected.

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Where information is collected for a particular purpose, it should not normally be used for any other purpose. For instance, it is not acceptable to supply the names and addresses of students to commercial providers of goods or services, even where particular benefits may be offered to those students, since such information has been collected by Corporate Security Training only for government reporting, enrolment and study-related purposes. If personal information is likely to be used for some other purpose, this should be disclosed at least by the time that information is collected and preferably before it is requested.

Access to and use of personal information stored in records

There are several important principles that staff should consider when dealing with personal information held by Corporate Security Training.

Personal information should be accessed and used only for CST purposes

It is inappropriate for an address, home telephone number or other information to be accessed and used by a staff member for private reasons. This is so even if the person to whom the information relates gives permission.

Personal information should be secured

Paper-based records should not be left where members of the public, or others to whom the information they contain is not generally made available, may access them. Records containing personal information should be filed securely.

Appropriate arrangements should be put in place to ensure that access to computerised records is granted only to staff requiring such access in the course of their duties.

Sometimes personal information will be obtained orally, for instance, in an interview with a student concerning course progress. The information may or may not be recorded in documentary form. Nonetheless, privacy should be respected, and the information should not be discussed with others, except where this is necessary to undertake functions concerning the student or staff member who has provided the information.

Personal information should not be disclosed to third parties

Except in the circumstances outlined below:

As a general rule, information not publicly known concerning staff and students should be treated as confidential, and should not be disclosed to anyone but CST staff who have a demonstrated need for this information to carry out their duties. There are several exceptions to this general rule.

Disclosure to the staff member or student to whom the personal information relates.

- Information privacy principles in general entitle those about whom information is held to access that information. This enables them to ensure that information about them is accurate, relevant, up-to-date, complete and not misleading. Thus, a staff member or a student would be entitled to request access to their personal file or to view information held in computerised formats about them. This general entitlement is given effect by the Queensland *Freedom of Information Act*, and is subject to its detailed provisions.

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- In most cases where access is requested, it will be possible for access to be obtained without the need to make a formal application under the FOI Act. In such cases the person concerned will be required to make a written application to the Director to view his/her files.
- Sometimes, persons may wish to supply original documents to Corporate Security Training, such as birth certificates, or certified academic records of study undertaken elsewhere. CST should not hold original documents. In cases such as this the person would be requested to obtain a certified copy of the original document and provide this to Corporate Security Training.
- Disclosure to third parties only with the consent of the student or staff member concerned:
- Personal information may be disclosed to third parties with the consent of the student or staff member concerned. Such consent cannot be assumed, and should be given expressly and in writing. It cannot be assumed, for instance, that Corporate Security Training has implied consent to routinely supply student details to professional associations, potential employers or to next of kin.
- Except in the special cases mentioned below, the fact that the enquirer may hold an official position, for example, as an officer of a government department, or in some other way may claim a special or even official right to get information makes no difference to this position. Nor does it matter whether the enquiry is made informally or by means of a formal written document.
- Details of a student's academic record should not be given to third parties even though the results may have been published at the time of release in the normal way. If an enquiry concerning a student's record is made by a person or body clearly having a valid reason for seeking the information, eg another training provider or a prospective employer forwarding details of the record as furnished to the enquirer by the student, the enquiry should be referred to the Office, who will, if appropriate, verify the record so furnished.
- The Office may from time to time receive enquiries, often by telephone, from credit providers, in connection with applications by staff for credit facilities, and from real estate agents, in connection with rental of premises by staff. The enquirer usually asks for confirmation of employment and salary. Corporate Security Training is willing to assist the staff member in these cases and will provide confirmation of employment and salary level. This should only be done however where the staff member in question has advised the Director in advance that an enquiry may be made by a credit provider or real estate agent.
- Where no prior advice has been received from the staff member concerning the possibility of an inquiry by the credit provider or other enquirer, the enquirer should be advised to make a request in writing. Such a request should include written evidence that release of this information has the staff member's consent or be checked with the staff member before any information is given.

Disclosure of matters of public record:

- Additionally, there is a limited amount of apparently personal information held by Corporate Security Training which in fact amounts to a matter of public record.

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- The fact that a student is enrolled at Corporate Security Training is not treated as a matter of public record. Consequently, such information should be disclosed only in the circumstances outlined in this policy.
- It should not automatically be assumed that divulging apparently innocuous information, such as staff lists, is acceptable. This is because of the opportunities, which exist for using sophisticated software technologies to consolidate that information with other publicly available information and produce selected mailing list, for example, for the direct marketing industry. Such requests should be referred to the Director.
- Disclosure of personal information under statutory or other legal authority: In some cases, legislation has conferred upon certain public officers the right to demand and receive information, even though it would otherwise be regarded as confidential. A typical example is the various Weapons Branches and Firearms Registries under which the officers can be authorised to require any person to answer any question or to produce any document for inspection. Similarly security licencing departments can request information on students. In some cases, especially in regards to firearms, Corporate Security Training is obligated to pass on certain information to licensing departments, eg. if a student is deemed as unsuitable to have access to firearms. The Commonwealth Departments of Employment, Education, Training and Youth Affairs, Social Security, or Immigration may also have powers to obtain access to personal information in specific circumstances eg traineeships.
- Where disclosure of information is sought in the course of legal proceedings, eg by service of a subpoena or writ of third party discovery, this must at all times be referred promptly to Corporate Security Training for action.
- *Disclosure in instances of wrongdoing associated with CST activities:* Staff often obtain transcripts of the academic record of persons seeking RPL/RCC for a particular course of study, or who apply for a position on Corporate Security Training staff. Occasionally, such staff may become aware that such records appear to have been falsified in order to obtain admission or appointment. These are examples of a wider class of instances where wrongdoing in connection with CST affairs is suspected.
- Where staff suspect that some form of record falsification or other wrongdoing has occurred, any reporting of the issue should be to the Director. At no time should staff disclose such information directly to entities outside Corporate Security Training.
- Occasionally, police officers involved in investigations of offences associated with Corporate Security Training activities or the misuse of CST property, will make enquiries for personal information about staff or students to assist with their enquiries. In exceptional circumstances, Corporate Security Training may consider release of such information. All such enquiries must be referred to Director.

Requests associated with bona fide research activities:

- Corporate Security Training is willing to assist bona fide researchers undertaking studies, for example, by the distribution of questionnaires within the Corporate Security Training community. Any assistance must be approved by the Director.

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- Material to which such requests relate and which will be forwarded to staff/students must contain a clear statement of purpose, and responses must be entirely voluntary and made directly to the researcher.
- Usually, Corporate Security Training will either distribute the material within the Corporate Security Training internal mail system or provide name/address labels under stringent conditions associated with the preservation of individual privacy. Costs will normally be recovered from the researcher. Corporate Security Training will provide no other follow-up or forwarding services.

