



Diploma of Public Safety (Policing)

Training and Assessment Strategy

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PUA50200 Diploma of Public Safety (Policing) Training and Assessment Strategy

Training Package	PUA50200 Diploma of Public Safety (Policing) Version 6 PUA00: Public Safety Training Package Qualification notes Qualification Requirement: 14 units All 12 core units plus 2 elective units	
Units of competency to be delivered and assessed	<i>Unit code and title</i>	<i>Core/ Elective</i>
	PUAPOL001B Maintain operational safety	Core
	PUAPOL002B Employ policing methods	Core
	PUAPOL003B Conduct initial police investigation	Core
	PUAPOL004B Gather, collate and record information	Core
	PUAPOL005B Use and maintain operational equipment	Core
	PUAPOL006B Facilitate effective communication in the workplace	Core
	PUAPOL007B Manage persons in care or custody or in need of assistance	Core
	PUAPOL010B Perform administrative duties	Core
	PUAPOL011B Manage own professional performance	Core
	PUAPOL012B Address client needs	Core
	PUACOM005B Foster a positive organisational image in the community	Core
	PUALAW003B Give evidence in a judicial or quasi-judicial setting	Core
	PUACCI009B Search for electronic devices and seize electronic equipment	Elective
	PUAOPE001B Supervise response	Elective
PUAPOL009B Assist in the judicial process	Elective	
PUAVEH001B Drive vehicles under operational conditions	Elective	
Target client group	<p>The Public Safety Training Package provides the basic building blocks for the vocational education and training system to respond to the training needs of the Public Safety areas, by identifying workplace requirements in terms of competencies, the Training Package also has the potential to be used by organisations to underpin some or all of the human resource management, leadership and development functions required.</p> <p>Clients are expected to come from within the Public and Private sector and will include but not be restricted too the following groups:</p> <ul style="list-style-type: none"> • Personnel wishing to follow a policing pathway • Areas of Leadership and management within all sectors • Investigating officers from within the Public Safety areas. • Private investigators that require accreditation to conduct work within the Public Safety areas. • Investigating Officials responsible for statutory investigation under a range of legislation, regulations, mandated government and organisational policy and instructions. • Regulatory Enforcement Officers. 	

	<ul style="list-style-type: none"> • Compliance Officers. • Specialists Human Resource Personnel. • Administrative/Code of Conduct investigators. • Fraud Control Officers. • Any Leadership and Development areas • Most areas and walks of life • Military personnel • Security Officers <p>Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.</p> <p>The training provided in this program is designed to prepare candidates for a range of policing type positions, including entry level positions. Job titles for such positions may include (but are not limited to):</p> <ul style="list-style-type: none"> • Probationary Constable • Constable • Rejoinee Constable • Management all areas • Fraud Investigator • Fraud Control Officers • Compliance Officers • Investigating Officials • Human Resources <p>Candidate's potential workplaces may include private small business, large corporations, government organisations and non-profit organisations.</p>
<p>Entry requirements (pre-requisites)</p>	<p>Entry is open to all who are 18 years of age or older and have completed the equivalent of year 10 at an Australian high school.</p> <p>There is direct or open entry into all qualifications in the Training Package. For example, this means that someone can enter at Diploma level without having the Certificate IV. Some competency standards require underpinning knowledge and skills that may be gained through other competency standards in the Training Package. These requirements are shown in the Evidence Guide for each competency standard.</p> <p>The units of competency within this program do not have any prerequisite requirements. Although there is a number of legislative requirements to undertake these qualifications and units of competency for particular occupations within the Commonwealth, namely Investigative Officials.</p>
<p>Licensing implications</p>	<p>Licensing and regulatory requirements apply to a number of competency standards within the Public Safety Training Package. The competencies included in the Public Safety Training Package are intended to reflect the operational requirements of these activities and not licensing requirements specified by regulatory authorities. Licensing provisions and regulatory requirements vary across States and Territory jurisdiction and organisations. Trainers and assessors will need to ensure they are fully informed of their State and Territory and organisational policy and procedures when dealing with the following units:</p> <ul style="list-style-type: none"> • PUAVEH001B Drive vehicles under operational conditions • PUAEME001B Provide emergency care

**Industry
consultation**

The Australasian Police Professional Standards Council (APPSC) managed extensive consultations throughout Policing in Australia and New Zealand. This occurred through a network of jurisdictional coordinators during April and early May 1999.

All staff categories, including general operations, specialist and unsworn staff as well as association and union members in each State and Territory, were consulted. They included:

- The Police Federation of Australia
- Australian Centre for Policing Research
- Australian Institute of Police Management
- The National Police Ethnic Advisory Bureau
- The Australasian Women in Policing Advisory Committee
- The Australian and New Zealand Equal Employment Opportunity Committee
- The National Centre for Education and Training on Addiction
- Ombudsman's Offices
- Departments of Community Services Independent Commission Against Corruption (New South Wales)
- Police Education Advisory Bodies Departments of Aboriginal Affairs and Aboriginal Torres Strait Islander Commission

A national workshop was held at the end of May 1999 to bring all jurisdictions together to collate responses and discuss outstanding issues. Substantial responses and suggestions for change to many parts of the Training Package were received from all jurisdictions and the matters raised have been accommodated.

Organisations consulted include:

- Australian Federal Police
- New South Wales Police Force
- Victorian Police Force
- Australian Government Solicitors Office
- Commonwealth Department of Public Prosecutions (CDPP)

Regularly consultation occurs with premier Commonwealth Agencies namely;

- Centrelink
- Australian Taxation Office
- Department of Immigration and Citizenship
- Australian Competition and Consumer Commission
- Families and Housing Community services and Indigenous Affairs
- WorkSafe Victoria
- Victorian Accident Commission
- Therapeutic Goods Administration
- Canberra Institute of Technology
- Other Register Training Organisations

All of these organisations have agreed to provide ongoing advice about local skills needs—please see the Industry Consultation File for up-to-date information.

Additionally, the role and functions of Police are to:

	<ul style="list-style-type: none"> • Maintain public order and safety • Enforce the law; • Prevent crime, public disorder and emergency incidents; • Assist the community. <p>Provision of Training Agencies should develop training plans to assist in determining the appropriate level of training needed by employees. Police Agencies may: Develop their own accredited courses, against the investigation qualifications in PUA00, either independently, in cooperation with the AFP or with other training providers registered against the fraud prevention, detection and investigation qualifications in PUA00; or Source training from registered training organisations. Where an agency has developed in-house fraud control training, the agency may request that Public Services Education and Training Australia considers the agency's training materials and learning outcomes against the relevant competency standards in PUA00. If the training materials and learning outcomes correspond, the agency may continue to deliver that training without adjustments; if they do not correspond, the agency will need to align their materials and outcomes with those in PUA00. In accordance with agency requirements, agencies may access training against individual units of competence, or elements, for employees assisting dedicated, qualified fraud control employees.</p> <p>Variation of Competency Requirement If, after developing a comprehensive training plan, an agency considers that the requirements outlined in Chapter 6 of the Commonwealth Fraud Control Plan will significantly affect the agency's operations, it may seek to vary the requirements with the agreement of the Secretary of the AGD. Further, it is intended to involve employers of students where this is possible, in that assessment projects could involve real workplace projects determined in consultation between the assessor, the candidate and the candidate's employer. Data from this, such as example project requirements, will be retained where employers give permission to do so, and may influence future training. Employers of graduates will also be surveyed, and data from this may influence future continuous improvement of the program.</p>
<p>Overview of delivery and assessment</p>	<p>Seeking Recognition of Prior Learning, Recognition of Current Competency and Credit Transfer Only.</p>

Employability Skills

The following table contains a summary of the employability skills for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements that may vary depending on the packaging options. Employability Skill Industry/enterprise requirements for this qualification include:

Communication

- complete documentation regarding the 'use of force'
- deal with potentially hazardous situations
- establish and foster communication paths within the patrol's community members
- evaluate and advise on safety issues to the relevant officers
- identify, record and report incidents and observations accurately, promptly and in the required format to relevant personnel
- undertake patrols in accordance with an informed interpretation of organisational requirements, principles of non-discrimination and supervisor's instructions

Teamwork

- allocate tasks to appropriate personnel
- gather and analyse information while on patrol and share it with other officers
- liaise with and assist prosecuting authority
- monitor welfare of team members and take appropriate action
- provide leadership and supervision to ensure that performance and practice are to operational standards
- supervise a response to incidents by a small team

Problem solving

- analyse and use patrol area information and issues to select appropriate policing strategies
- anticipate potential causes of conflict and harmful behaviour, and select and implement responses to prevent escalation
- assess and respond to general workplace safety risks
- de-escalate situational conflict as far as possible
- identify and assess potential risks to own safety, the safety of fellow officers and members of the public
- identify problems and barriers to resolution and critically evaluate, to develop and plan a range of response options Initiative and enterprise
- assess the incident promptly
- plan, implement and where necessary adapt workplace safety responses to situational contexts

Planning and organising

- arrange and serve witness summonses
- arrange court appearances, including transport and accommodation where required
- assess level of 'first response' control/command for each situation/incident and planning responses
- command, control and coordinate initial emergency responses at an incident scene
- identify and/or plan and implement operational safety responses/procedures

- implement witness protection procedures, as necessary

Self management

- clearly state and substantiate own position
- maintain a positive visual and professional presence while patrolling
- minimise workplace risks to self, colleagues and the public
- prepare own contributions
- understand general 'duty of care' responsibilities
- understand the 'use of force', its legal parameters and reporting requirements in relation to operations
- use occupational health and safety guidelines for lifting and carrying persons

Learning

- learn about jurisdictional laws, by-laws and regulations relating to offences against persons and property
- learn about jurisdictional laws, policy and procedures covering discrimination and disability
- learn about organisational occupational health and safety legislation as it applies to policing
- learn about organisational policy and procedures covering reactive operational safety issues/practices
- learn about potential risks associated with a full range of non-specialist operational policing activities
- learn about potential risks associated with operational policing
- learn about strategies to optimise safety under a range of operational scenarios

Technology

- enter information on database systems that is accurate, understandable, complete, verifiable and adhere to the required organisational data entry security procedures
- operate interviewing recording equipment
- safely operate police vehicles under a variety of operational and environmental contexts
- use police information systems
- utilise police and other appropriate information/database systems

Competency Logbook:

As was explained when you commenced this course, you would be required to complete a competency log book as part of the assessment for RPL/Credit Transfer.

Your supervisors and assessors are well aware of the program and your commitments. They also understand their obligations and of the need for structured work experience in order to consolidate your learning. What you have learnt in your life experiences will predominantly be the underpinning skills and knowledge, which establishes the general skills some may say, a novice police officer requires.

Repeated practice in all aspects of the policing process will provide the experience required for you to progress, in time, to expert practitioner status.

In the beginning, you could expect to work under reasonably close supervision, but gradually there will be less direct supervision and more of collegiate support.

Purpose:

The purpose of this competency logbook is to maintain a record of your work over an extended period (up to twelve months, depending on how much police investigation work you have undertaken). This indicates to the assessor/s that you have achieved competence against the benchmark. When you achieve sign-off against all units, you will be entitled to the award. If you sign off on a subset of the units, you will be entitled to a Statement of Attainment.

The Process:

You are required to write, in the column headed "evidence", specific reference to work you have performed. The idea is to provide proof that you have successfully undertaken the tasks referred to in the column headed "element". If you require further direction and guidance, particularly interpreting an "element", simply contact your facilitator or go directly to the National Training Information Service (NTIS) website. If you still experience some difficulty, contact your course mentor or course co-coordinator. The standard of performance is important and you can identify what constitutes an acceptable performance by looking at the "performance criteria". You should also interpret these generic standards in terms of more specific standards that are used by Customs.

Recording the Evidence:

You should update your log on a regular basis. When you have done something significant in the workplace such as completed a brief of evidence, or part of that process, such as taking a statement, we suggest you make a note in your log whilst the experience is still relatively fresh in your mind.

We may need to see evidence of repeated application of some skills so there may be more than one entry per element. For example, you may take part in the execution of a Search Warrant. This will have relevance to many and varied units, but specifically, it will relate to the UNIT Gather & Manage Evidence (PSPREG412A).

Location of delivery and assessment

Delivery and assessment may be carried out at the participant's workplace which may include Field Operations and in a formal training environment. Assessments are conducted in consultation between the RTO, the participant, assessors and employer groups. All assessments will be carried out in accordance with the RTO Assessment Guidelines provided within the document.

RPL C/T	Delivery unit	Assessment Methods: (see next section) Overall unit assessment
	A: Analysis of responses to case studies B: Demonstration of techniques C: Written questions D: Third party workplace reports	
RPL C/T	1. PUAPOL001B Maintain operational safety	ABCD
RPL C/T	2. PUAPOL002B Employ policing methods	ABCD
RPL C/T	3. PUAPOL003B Conduct initial police investigation	ABCD
RPL C/T	4. PUAPOL004B Gather, collate and record information	ABCD
RPL C/T	5. PUAPOL005B Use and maintain operational equipment	ABCD
RPL C/T	6. PUAPOL006B Facilitate effective communication in the workplace	ABCD
RPL	7. PUAPOL007B Manage persons in care or custody	ABCD

	C/T	or in need of assistance	
	RPL	8. PUAPOL010B Perform administrative duties	ABCD
	C/T		
	RPL	9. PUAPOL011B Manage own professional performance	BCD
	C/T		
	RPL	10. PUAPOL012B Address client needs	BCD
	C/T		
	RPL	11. PUACOM005B Foster a positive organisational image in the community	BCD
	C/T		
	RPL	12. PUALAW003B Give evidence in a judicial or quasi-judicial setting	ABCD
	C/T		
	RPL	13. PUACCI009B Search for electronic devices and seize electronic equipment	ABCD
	C/T		
	RPL	14. PUAOPE001B Supervise response	ABCD
	C/T		
	RPL	15. PUAPOL009B Assist in the judicial process	ABCD
	C/T		
	RPL	16. PUAVEH001B Drive vehicles under operational conditions	ABCD
	C/T		
	Dist	17. Assignments & Logbook	D + Logbook
Guiding Principles for Assessment	<p>The guiding principles that underpin assessment in the Public Safety training packages include but are not restricted to:</p> <ul style="list-style-type: none"> • Assessment is a transparent, empowering process that engages assesseees through encouraging self-assessment, free consent to assessment and responsibility. • Opportunities to demonstrate the achievement of Public Safety competencies through assessment or recognition processes are available to employees working in any agency (including those in remote locations and small agencies), and to prospective employees not yet employed in the Public Safety. • Where possible, the workplace will be used as the context for assessment, using current work activities, work placement or work experience. • Assessment in the workplace is structured to minimise any interference with the normal working of the agency and its services to clients, either through the activities of assesseees or the assignment of assessors or technical experts to assessment responsibilities. • Assessments provide constructive feedback to assesseees that support further competency development. • Assesseees are made aware that assessment provides only the declaration of competency observed at the time(s) of assessment and is not a guarantee of enduring competence. • As the outcomes of the assessment process are profoundly important for assesseees and their employers, the design of assessment resources and the conduct of assessments must be carried out in accordance with these guidelines. <p>Benchmarks for Assessment</p> <p>Assessment within the National Training Framework is the process of collecting evidence and making judgments about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.</p> <p>In the areas of work covered by this Training Package, the endorsed units</p>		

	<p>of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications, and Statements of Attainment issued by Registered Training Organisations (RTOs).</p>
<p>Assessment and Planning Guidelines</p>	<p>Assessment will generally be based on the candidate's application of skills and knowledge to the actual tasks required in the workplace. Where the candidate is currently in employment, this may involve project work based on the needs of that person's organisation, and the employer may be involved in designing the project to ensure it meets genuine workplace needs. Where workplace projects are not possible, the workplace will be closely simulated, in order to make assessment as authentic as possible. Features of such simulation will include:</p> <ul style="list-style-type: none"> • Use of industry standard equipment and resources such as computer software • Realistic deadlines • Need for multi-tasking and dealing with competing priorities • Following policies and procedures that are typical of a real workplace • Incorporation of variables from the range statements that are representative of the candidates actual or intended workplace • Coverage of the four dimensions of competency (task skills, task management skills, contingency management skills and job/role environment skills) • Holistic integration of tasks in a way that is typical of a real workplace • Integration of employability skills • Regular validation and continuous improvement activities—see Validation section below <p>Before being deemed competent in a particular unit, a range of assessment methods must be used, covering a variety of situations and demonstrating consistency of performance over a period of time.</p> <p>Summative assessment will follow the principles of assessment (fair, flexible, valid, reliable and sufficient), and evidence will only be used in judgements of competence if it follows the rules of evidence (valid, sufficient, authentic and current). OH&S considerations will be an important aspect of assessment throughout the program. All assessment will be conducted in accordance with relevant legislation applicable in NSW, listed under 'Legislative and regulatory requirements' below.</p> <p>Although standard assessment instruments will be available, it is intended that these will be used flexibly and adapted to the circumstances of individual students, eg the use of workplace-based projects as described above. Adaptations may also occur according to the principles of reasonable adjustment, and in the light of continuous improvement and validation activities.</p> <p>See the Delivery and Assessment Policy for details. Employability skills will be integrated into training and assessment.</p> <p>Assessment planning and needs analysis</p> <ul style="list-style-type: none"> • Each qualification has a Training and Assessment Strategy, written in consultation with industry and detailing information such as client groups, elective units chosen, pre- and co-requisites, delivery modes and approaches, general information about adaptations needed to meet learner need and RPL, pathways and resources. • Industry consultation should include "sufficient information to provide a clear picture of a competent candidate". This should include "any

unusual circumstances they need to deal with, any competing pressures they need to manage and any specific requirements they need to know about (for example, legislation and operating procedures) in order to work effectively". The aim is to make sure that all dimensions of competency (task skills, task management skills, contingency management skills and job/role environment skills) "are effectively covered in training and assessment"¹.

- Standard assessment instruments will be used. These may be varied in accordance with principles of reasonable adjustment—please see the Access and Equity policy. Other variations are permitted in response to validation and continuous improvement (see below), or to account for the particular circumstances and needs within a group of students. All variations must be fully documented and must be done with the approval, informal or otherwise, of the Associate Director (Training and Assessment).
- Data about student needs is collected during the recruitment and enrolment process (see Student Recruitment and Enrolment Policy). This data is passed to the Associate Director (Training and Assessment), who is responsible for passing it to the trainers/assessors of the students concerned. This data should be used in assessment planning. If student numbers warrant it, a file could be created to keep track of the specific needs of current students.
- Needs analysis should be an ongoing process. If a trainer/assessor discovers that a student's individual needs have changed during the program, this should be communicated to the Associate Director (Training and Assessment), and if appropriate this could lead to adjustments to assessment planning.
- All assessment instruments and processes, including RPL, should be designed with the following in mind:
 - Meeting training package requirements, including evidence guide (especially the context of assessment and critical aspects of assessment sections), assessment guidelines, units of competency, elements, performance criteria and range statements
 - Employability Skills/Key Competencies
 - Consistency with the training and assessment strategy
 - Whether the application of knowledge and skill is to the standard of performance required in the workplace.
 - Whether evidence meets the rules of evidence (fair, flexible, valid, reliable and sufficient)
 - Whether assessment meets the principles of assessment (validity, reliability, flexibility and fairness)
 - Whether workplace and regulatory requirements are met
- Changes or additions to the location of delivery or delivery mode will result in a review of resources to ensure they are current, sufficient and effective. Training and Assessment Strategies may be upgraded, or additional ones created, depending on the size of the changes. The Associate Director (Training & Assessment) is responsible for this.

Resources for training and assessment (physical and human)

Physical resource requirements and vocational competencies required of

¹ Quotes from p17 (Element 1.5) of the AQTF 2007 Users' Guide to the Essential Standards for Registration.

trainers can be found in the Training and Assessment Strategy for each qualification.

Physical resources

- Everyone involved in training and assessment will have access to the following, which will be kept in the trainers' resource area of the intranet:
 - Training and assessment strategies
 - Relevant training packages
 - Delivery materials
 - Assessment materials
- In addition, a library of the following will be built up to provide data for training and assessment strategies, and resources for learning and assessment activities.

Laws and regulations governing relevant industries Policies and procedures for typical enterprises.

Assessor competencies

- All trainers/assessors must have the qualification and experience competencies specified by the NQC, or if they only hold some of these, they must work together as specified by the NQC (see Appendix 2 of the Users' Guide to the Essential Standards for Education).
- Wherever possible, all those involved in training and assessment should each have all of the training, assessment and vocational competencies specified by the NQC. In circumstances where trainees' interests are best served by trainers/assessors with some but not all of these competencies working together in the manner specified by the NQC, records must be kept by the Associate Director (Training and Assessment), and made available at audit, of the following:
 - Who was physically present in the delivery of each training session
 - Who the supervising trainer was, and what guidance, support and direction that trainer provided, before, during and after the training session/s (in the case of delivery)
 - How the assessors worked together to conduct assessment

The Associate Director (Training and Assessment) is also responsible for ensuring these supervision arrangements function well, meet the NQC standards and are fully documented.

- Where licensing bodies specify additional requirements in this area, these requirements will be documented in the training and assessment strategy.
- Please see the Staff Recruitment and Induction Policy in relation to validation of trainer and assessor competencies.
- Please see the Professional Development Policy in relation to supporting engagement with industry, professional development, and fostering a culture of critical evaluation and innovation.
- Please see the Staff Appraisal Policy in relation to the monitoring of training and assessment staff.

Implementation of training and assessment, including learning support

- Training staff are expected to ensure that the individual learning needs of their students are catered for. Strategies for this could include:
 - Giving the student individual attention while the rest of the class is undertaking another activity

	<ul style="list-style-type: none"> ○ Assigning another student as a mentor ○ In consultation with the Associate Director (Training and Assessment): <ul style="list-style-type: none"> ▪ tutorials or other one-to-one assistance such as telephone or email support ▪ LLN support, possibly outsourced ▪ IT support ▪ study skills support ▪ any reasonable adjustment provisions (see Access and Equity Policy and the relevant Training and Assessment Strategy) ▪ personal counselling ▪ careers and job placement advice ● Training staff must ensure that employability skills are covered, taking into account the needs of individual students ● All assessment must: <ul style="list-style-type: none"> ○ Be consistent with the relevant Training and Assessment strategy ○ Meet the requirements of the relevant training package or accredited course ○ Be carried out according to the principles of assessment, that is, it must be valid, reliable, flexible and fair ○ “Focus on the application of knowledge and skill to the standard of performance required in the workplace” (Users’ Guide, Element 1.5) ○ Be based on evidence meeting the rules of evidence, that is, sufficient, valid, authentic and current ○ Be in accordance with workplace and regulatory requirements ○ Effectively cover the dimensions of competency, that is, task skills, task management skills, contingency management skills and job/role environment skills. ● The Associate Director (Training and Assessment) will monitor training and assessment activities to ensure that they are carried out in accordance with the training and assessment strategies, and that facilities, equipment and training and assessment resources are in place and are being used across all of Diverse Training Concepts’ operations.
<p>Validation, moderation and continuous improvement of assessment.</p>	<p>Validation, moderation and continuous improvement of assessment</p> <ul style="list-style-type: none"> ● The Associate Director (Training and Assessment) is responsible for ensuring validation and continuous improvement take place in accordance with this policy and with all applicable standards. ● Validation procedures and policies apply to all assessment, including RPL ● Assessment validation is based on: <ul style="list-style-type: none"> ○ Industry consultation ○ Moderation meetings, attended by all training and assessment staff ○ Regular review of programs ○ Monitoring of delivery and assessment ● Data that contributes to assessment validation may include: <ul style="list-style-type: none"> ○ Information from employers, including information about the work environment, preferences about delivery and assessment modes and methods, and the impact of new technologies ○ Consultation with industry. “Industry” can include private

enterprise, government agencies and departments, professional organisations, industry training advisory bodies and skills councils, unions and licensing bodies. Where a qualification is likely to lead to non-vocational outcomes, "industry" can also include other educational organisations to which candidates may gain entry, or other relevant bodies and individuals.

- Information from training and assessment staff based on their experiences of delivering and assessing the course.
- Information from trainees, including client satisfaction surveys
- Where relevant, information from licensing bodies
- The Associate Director (Training and Assessment) is responsible for ensuring this information is collected. Information from industry will be placed in the Industry Consultation Folder, which all training and assessment staff are expected to make themselves familiar with.

Moderation

Moderation meetings will be held within two weeks of the end of each program and before final assessment results are decided. They will be chaired by the Associate Director (Training and Assessment), and wherever possible all who assessed on the course should attend. The agenda will include:

- Discussion of a sample of written assessments
- Discussion about borderline assessments
- Discussion of any new data (list of possible data given above).
- Consistency of assessment judgements between assessors
- Meeting training package requirements (including the evidence guide, assessment guidelines, units of competency, elements, performance criteria and range statements)
- Consistency with the training and assessment strategy
- Whether the application of knowledge and skill is to the standard of performance required in the workplace.
- Whether evidence meets the rules of evidence (fair, flexible, valid, reliable and sufficient)
- Whether assessment meets the principles of assessment (validity, reliability, flexibility and fairness)
- Whether workplace and regulatory requirements are met

Where some assessment is through the completion of practical activities, including workplace assessment, each assessor should sit in on the assessment activities of another assessor and discuss the results at least once a year. The focus should be on consistency of assessment judgements. Where necessary, the Associate Director (Training and Assessment) will draw up a schedule for these observations.

Minutes of all moderation meetings, together with any other records relating to validation, will be filed in the Assessment Validation and Moderation Folder for that qualification.

Program review

See the Continuous Improvement Policy for more detail

- Continuous improvement provisions may give rise to improvements to programs at any time. However, all programs will be formally reviewed at least once every year to ensure:
 - currency

- sufficiency
- effectiveness

of delivery materials, assessment materials, access and equity provisions and staff competencies.

- Reviews may take place at other times for reasons such as newer versions of the training package, new or amended legislation or industry codes of practice, changes to technology or the findings of industry consultation indicating a need for a change.
- Wherever possible, the review should include consultation with industry.
- A brief report of each review should be filed in the Assessment Validation and Moderation Folder.

Monitoring

It is the responsibility of the Associate Director (Training and Assessment) to ensure that all delivery and assessment is carried out in accordance with the relevant training and assessment strategy. Monitoring may take the form of observations of training sessions, discussion about assessment decisions, review of client feedback surveys or any other process at the discretion of the Associate Director (Training and Assessment).

Assessment Appeals

Note that assessment appeals should in no way be seen as any kind of complaint. Rather, they should be considered a legitimate part of the assessment process.

Assessment appeals can be made up to four weeks after the date of the assessment decisions (including RPL), longer at the discretion of the Associate Director (Training and Assessment). This time scale should ensure that all concerned have clear memories of the initial assessment. Full records should be kept until this period has elapsed, in order that sufficient evidence is available to deal fairly with the appeal.

The handling of assessment appeals is the responsibility of the Associate Director (Training and Assessment), and should follow the procedure below:

1. The student should be encouraged to discuss with the assessor the reason for the assessment decision. The assessor should ensure that constructive feedback is provided to the student.
2. If the student decides to make a formal appeal against the assessment decision, an Appeals/Complaints Form should be completed, with reasons why the student feels the assessment decision was wrong.
3. After receiving a formal assessment appeal application, the Associate Director (Training and Assessment) forms an assessment appeals committee. This will comprise the Associate Director (Training and Assessment) and the assessor originally involved in the decision, plus:
 - a. where possible, one or preferably two other assessors with qualifications/experience to assess against the unit/s of competency concerned.
 - b. in the case of specialised units where another assessor experienced/qualified to assess against the unit isn't available, then one or preferably two experienced assessors.
4. The committee considers the evidence originally provided for the

	<p>assessment and reaches a decision.</p> <ol style="list-style-type: none"> 5. The decision is communicated in writing to the student within ten working days of the date of submission of the formal appeal, with reasons and, where appropriate, with additional feedback about what is required to be assessed as competent. 6. The written result of the assessment appeal is filed together with the Appeals/Complain Form and any other relevant evidence in (a) the student's file and (b) the Assessment Validation and Moderation Folder for that qualification. Where relevant, it is also discussed at the next moderation meeting that considers the unit/s of competency concerned. 7. Assessment records are updated as per the 'Keeping Records of Assessment' section below. <p>Keeping records of assessment</p> <p>Trainers should follow the procedure below for recording assessment results (RPL and credit transfer are covered above):</p> <ol style="list-style-type: none"> 1. Complete the Record of Assessment sheet that belongs to the assessment tool, sign it, and make a copy. 2. Give the copy to the student, and the original to the Administration Officer. Keep your own copies for the purposes of checking results later—ensure that such records remain confidential at all times. The assessor will need to double-check data before a qualification is issued: see Section 10. <p>From this point on, it is the responsibility of the Administration Officer to look after assessment records:</p> <ol style="list-style-type: none"> 3. Check that the Record of Assessment sheet is signed 4. Assessment results are entered into the database 5. File the assessment record sheets in the students' files <p>At all times, the provisions of the Records, Data Management and Information Dissemination Policies and Procedures must be adhered to, including confidentiality, student access provisions and duration of storage.</p>
<p>Access and equity provisions</p>	<p>Diverse Training Concepts undertakes, through implementation of its Access and Equity Policy, to ensure that this program is accessible to all potential participants who meet the entry requirements where this can be achieved through reasonable adjustment.</p> <p>Diverse Training Concepts is committed to providing equitable access to its services wherever practicable and taking into account the resources available. Making provisions for access and equity is seen as good business sense in that it increases the range of potential clients. Diverse Training Concepts will provide a supportive environment in which all clients are treated with dignity, no matter what their personal circumstances.</p> <p>Following is the definition of access and equity provided in the <i>AQTF 2007: Users' Guide to the Essential Standards</i> (available at www.training.com.au):</p> <p><i>Policies and approaches aimed at ensuring that vocational education and training are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level,</i></p>

unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes. Access and equity do not mean that an RTO has to accept anyone as a client.

According to the *Disability Standards for Education 2005* (hereafter known as the DSE 2005, and available in the trainers/assessors' area or, at the time of writing, at

http://www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/disability_standards_for_education.htm):

An education provider is required to make any decisions about admission, enrolment or participation on the basis that reasonable adjustments will be made where necessary so that the student with a disability is treated on the same basis as a student without the disability. However, a provider is required only to make a 'reasonable adjustment'. An adjustment is not mandatory if it would cause 'unjustifiable hardship' to the provider.

The *Disability Standards for Education 2005* state that the Principal is responsible for access and equity issues. For the purposes of compliance with the DSE, the CEO/Managing Director will be considered the Principal of Diverse Training Concepts.

Legislation

Diverse Training Concepts complies with the following Commonwealth and State anti-discrimination legislation and standards:

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Commonwealth Human Rights and Equal Opportunity Act 1986
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 1984

General Information

- For specific information about access and equity on a particular program, please see the training and assessment strategy for that program.
- All applicants will complete an application form as part of the application process, and this form will cover access and equity issues (see Student Recruitment and Enrolment Policy). Information regarding access and equity needs may also be obtained through interview. If an applicant or potential applicant has further questions about access and equity, they should in the first instance contact the DTC office.
- Enrolled students with access and equity questions should speak first with their trainer, who should liaise with the Associate Director (Training & Assessment) over the matter.
- Staff members with access and equity questions should speak with their supervisor.
- The CEO has ultimate responsibility for access and equity provisions (DSE 2005).
- Complaints and appeals in relation to access and equity issues, especially those related to discrimination, will be taken very seriously

and dealt with in accordance with the Complaints and Appeals policy. Where a complaint refers to a breach of the DSE 2005, the complainant has the right to complain to the Human Rights and Equal Opportunity Commission (HREOC).

- All processes must at all times respect the dignity and privacy of the disabled person and their associates. Patronising language, attitude or actions should be avoided.

Disabilities and reasonable adjustment

- It is important that anyone with a disability is able to apply to the institution and participate in activities on the same basis as someone without the disability. 'On the same basis', as per section 2 of the DSE 2005, means having "opportunities and choices ... that are comparable with those offered to students without disabilities". This may be achieved through reasonable adjustment.

The DSE 2005 (plus guidance notes), page 44, defines *adjustment* and *reasonable adjustment* as follows:

An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

- Anyone making judgements about whether an adjustment is reasonable should first make themselves familiar with the DSE 2005.
- Reasonable adjustments may be made to any:
 - Processes the candidate has to go through prior to or during enrolment, including assessing whether the candidate meets entry criteria.
 - Processes that allow participation in training, support services or any other services provided by the organisation
 - Assessment during the course
 - RPL
- Adjustments are not reasonable where they result in an imbalance between the needs of the disabled person and the institution, its staff, students or any other person or people. This may include adjustments involving significant expenditure or disruptions to the normal running of the institution. The CEO is ultimately responsible for deciding that an adjustment is not reasonable, as well as for making decisions about unjustifiable hardship (Part 10 of the DSE 2005), though it is expected that others will do most of the information gathering.
- Records of the reason for all such decisions are to be kept in the Reasonable Adjustment Record File, and may be used to defend such a decision in the event of an appeal.
- Adjustments to assessments are not reasonable where they might compromise the outcomes required by the training package. In other words, even where adjustments are applied, assessments must still follow the requirements of the training package, the performance

criteria must still be met, as must the principles of assessment and the rules of evidence.

- Reasonable adjustments may also apply to staff. For example, a partially-sighted staff member may be given access to a large-print version of the policy and procedure manual.

Language, Literacy and Numeracy (LL&N)

- LL&N needs may be identified through:
 - A potential applicant or associate mentioning or enquiring about this prior to or during the enrolment process
 - Staff noticing difficulties with filling in the application form, reading pre-course information etc
 - Staff, including trainers, noticing difficulties with writing, reading or numeracy during the program
- Reasonable adjustment can be made for LL&N needs using the same process mentioned above. In some cases, after consultation, it may be appropriate to advise the client to seek LL&N support elsewhere. If this is the case, Diverse Training Concepts is happy to make enquiries on the client's behalf.
- If sufficient numbers of clients are found to have LL&N needs, a specialist trainer may be engaged to provide support directed specifically at the needs of the clients. Any charges for this will be at the CEO's discretion.

Pre-enrolment information

This must also follow the Student Recruitment and Enrolment Policy, and:

- Include information about access and equity, as well as information about the facilities, location etc of the training, in order to enable people with disabilities to make an informed choice about their ability to participate in the program.
- Be made available within five working days of a request in the following formats:
 - Printed in a larger font size
 - Read out loud to the potential client (this can be covered in a pre-enrolment interview)
 - Allowing for a scribe or reader to assist with written tasks
 - Adjusted time frames for assessment
 - Software such as voice-to-text or text-to-voice transcribers
 - Use of wheelchair accessible premises
 - Additional tutorial support where this is considered reasonable (see Disability Standards for Education, 2005)
 - Other formats at the discretion of the CEO, with regard to the resources of the institution

Avoidance of victimisation, harassment and discrimination

- Diverse Training Concepts endeavours to avoid victimisation and harassment of staff and clients. Harassment can be any behaviour which is reasonably likely to lead to humiliation, offence, intimidation or distress (see DSE2005, part 8.1).
- Harassment is viewed by Diverse Training Concepts as particularly serious if it is in relation to disability, age, gender, cultural or ethnic background, sexual orientation, English language ability, literacy or numeracy level, unemployment, previous imprisonment or any other personal characteristic that a person has little control over.
- It is important to generate the right atmosphere. Staff should act in the same positive, cheerful manner to all clients and their associates no

	<p>matter their circumstances, culture, social background, gender, age, religion, sexual orientation, language skills, or any other area.</p> <ul style="list-style-type: none"> The institution will ensure that staff and students are informed about their rights and responsibilities in respect to victimisation, harassment and discrimination during orientation, and reminded about these matters at intervals determined by management, through staff meetings, memos, notice-board reminders and emails. Professional development may include such matters, including techniques for detecting and dealing with harassment (DSE2005, part 8.5). Comments or actions by either staff or trainees which may cause offence will not be tolerated. Staff should counsel (or refer for counselling, as appropriate) any student making or performing such comments or actions. Similarly, managers should counsel any staff member making or performing such comments or actions, and other staff members should report such comments or actions to their supervisor. Such comments or actions, where serious or repeated, will be considered gross misconduct and thus can lead to summary dismissal or expulsion, at the discretion of the CEO. 				
Assessment techniques (Evidence-gathering methods)	Unit of Competency	A	B	C	D
	1. PUAPOL001B Maintain operational safety	✓	✓	✓	✓
	2. PUAPOL002B Employ policing methods	✓	✓	✓	✓
	3. PUAPOL003B Conduct initial police investigation		✓	✓	✓
	4. PUAPOL004B Gather, collate and record information		✓	✓	✓
	5. PUAPOL005B Use and maintain operational equipment	✓	✓	✓	✓
	6. PUAPOL006B Facilitate effective communication in the workplace		✓	✓	✓
	7. PUAPOL007B Manage persons in care or custody or in need of assistance				
	8. PUAPOL010B Perform administrative duties	✓	✓	✓	✓
	9. PUAPOL011B Manage own professional performance		✓	✓	✓
	10. PUAPOL012B Address client needs		✓	✓	✓
	11. PUACOM005B Foster a positive organisational image in the community	✓	✓	✓	✓
	12. PUALAW003B Give evidence in a judicial or quasi-judicial setting			✓	✓
	13. PUACCI009B Search for electronic devices and seize electronic equipment		✓	✓	✓
	14. PUAOPE001B Supervise response	✓	✓	✓	✓
	15. PUAPOL009B Assist in the judicial process		✓	✓	✓
	16. PUAVEH001B Drive vehicles under operational conditions			✓	✓
	17. Assignments & Logbook	✓		✓	✓
A: Analysis of responses to case studies B: Demonstration of techniques C: Written questions D: Third party workplace reports					
Trainer/ assessor competence	Trainer/ assessor name	Vocational Competency	Training/ Assessment Competency	Units	Assessment (A) Only
		✓	✓	All	A

	Phillip Mahoney				
	Wayne Carney	✓	✓	All	A
	<p>Trainer/assessor minimum competency requirements As required by the AQTF and the training package, trainers and assessors will:</p> <ul style="list-style-type: none"> • be currently competent in the units they assess • understand and practise OH&S, LL&N, access and equity considerations as well as appropriate interpersonal skills • hold the TAA40104 Certificate IV in Training and Assessment, or equivalent 				
Assessment validation process	<p>Assessment validation and moderation will be carried out in line with the Delivery and Assessment Policy. Specifically:</p> <p><u>Initial program:</u> Before implementation of this program, organisations involved in consultation will be asked to sign this training and assessment strategy or to provide letters of support after having viewed this document. Such organisations will also be invited to participate in the validation of the final versions.</p> <p><u>Regular moderation.</u> As there is currently only one trainer/assessor for this program, it is intended to join or establish trainer/assessor networks in the local area for the purpose of assessment moderation.</p> <p><u>Ongoing.</u> All programs are subject to regular continuous improvement, plus an annual program review (see the Continuous Improvement Policy for details). The continuous improvement program is designed to allow for changes as a result of new or modified regulations, technology, industry practices etc. Where possible, participation in assessor networks may also contribute to such continuous change.</p>				
Resource and infrastructure requirements	<p>This program requires a fully-equipped training room, of which Diverse Training Concepts has company partners that supply appropriate Training Centres, including the Australian Federal Police Training Centre, and Exhibition Park in Canberra (EPIC)</p> <p>Students will be expected to provide the following:</p> <ul style="list-style-type: none"> • Own stationery (paper, pen, pencil etc) • Calculator • Memory stick <p>Each student will be provided with:</p> <ul style="list-style-type: none"> • A Student Handbook or Manual • Administration information and documentation • Handouts as required for effective instruction • Websites and other reference material • Assessment tools, as and when needed • Interactive participation <p>The following will be readily accessible by trainees:</p> <ul style="list-style-type: none"> • OH&S references, such as handbooks and legislation • Policies and procedures based on those typical in industry 				

	<ul style="list-style-type: none"> • Computers in the training room, running a recent version of Microsoft Office and/or data bases required <p>In addition, trainers/assessors will have access to:</p> <ul style="list-style-type: none"> • Polices and procedures for delivery and assessment • Marking guides for each assessment • Appropriate forms for recording assessment results • After the first implementation of the course, documentation of assessment validation and continuous improvement activity • Books for reference and student tasks
<p>Legislative and regulatory requirements</p>	<p>Training and assessment activities will be carried out in compliance with the following (as amended):</p> <p>Commonwealth legislation:</p> <ul style="list-style-type: none"> • Copyright Act 1968 • Human Rights and Equal Opportunity Commissions Act 1986 • Occupational Health and Safety Act 1991 • Privacy Act 1988 • Privacy (Private Sector) Regulations 2001 • Racial Discrimination Act 1975 • Sex Discrimination Act 1984 and Sex Discrimination Regulations 1984 • Commonwealth Crimes Act 1900 • Criminal Code 2005 • Commonwealth Fraud Investigation Standards Package (or as revised); • Protective Security Manual (PSM); • Prosecution Policy of the Commonwealth; • Guidelines for Dealings between Commonwealth Investigators • Commonwealth Director of Public Prosecutions; • the Privacy Act 1988; and • the Privacy Amendment Act (Private Sector) 2000 • Defence Force Discipline Act 1982 (DFD Act). • Australian Government Investigation Standards AGIS <p>NSW legislation:</p> <ul style="list-style-type: none"> • Occupational Health and Safety Act 2000 • Occupational Health and Safety Regulation 2001 • Vocational Education and Training Act 2005 • Crimes Act 1900 • Law Enforcement Powers and Responsibilities Act 2004
<p>Monitoring</p>	<p>The Director of Studies will liaise with trainers/assessors on a day-to-day basis. The aim will be to ensure that this training and assessment strategy is followed, that any problems are identified and dealt with effectively, and that continuous improvements are made promptly and with appropriate consultation.</p> <p>Monitoring strategies could include discussions with trainers/assessors and/or trainees, observation of classes, and inspection of records, as appropriate.</p> <p>At the end of each course/workshop, trainees will be asked to complete a questionnaire to elicit their feedback. Questionnaires will also be distributed</p>

	<p>to alumni in their first year after finishing the program, and to their employers. Data from this will be collated and acted upon in accordance with the Continuous Improvement Policy.</p>
<p>Recognition of prior learning, national recognition and credit transfer</p>	<p>All students are advised during the recruitment process that RPL is available, and again during the induction process. Further, the application form asks whether the student would like to apply for RPL.</p> <p>If a student or prospective student has any questions about RPL, they should be referred to the Associate Director (Training and Assessment). In the case of pre-enrolment enquiries from out of state or overseas, communication may be by email, telephone, internet chat or other appropriate method.</p> <p>Such discussions should be structured to minimise the cost and time to the applicant, eg by the college calling the student back. Also, it is important that students are not deterred from applying for RPL due to the complexity of the process.</p> <p>After being referred to the Associate Director (Training and Assessment), the RPL application process is as follows:</p> <ol style="list-style-type: none"> 1. The Associate Director (Training and Assessment) (or an experienced assessor) explains the process, RPL application form and types of evidence required to the student. This will usually involve talking through the work and life experiences that may contribute to RPL. It will also include an explanation of the RPL application form. 2. The student completes an RPL Application Form. The student should be informed that assistance with doing this is readily available. This assistance should be provided. 3. The student submits the complete, signed RPL application form together with the evidence. If original documents are available, copies can be made and signed as true copies by any member of college management; otherwise, true copies certified by a JP or overseas equivalent should be submitted. 4. The application is assessed by the Associate Director (Training and Assessment) or suitably knowledgeable assessor delegated by the Associate Director (Training and Assessment). Assessment should follow all the requirements of section 4 of this document (Implementation of assessment) and the evidence should be assessed against the requirements specified by the training package, just as with any other assessment. 5. The student should be informed in writing of the outcome of their application within ten working days. Where RPL is not granted for any unit of competency applied for, the notification should include the reasons. 6. The Associate Director (Training and Assessment) should pass the RPL assessment records to the Administration Officer in the usual way. The Administration Officer will update the student's assessment records by following the procedures in 'Keeping Records of Assessment', below, and if necessary, alter the

	<p>enrolment records to reflect the fact that there is no need for the student to attend training and assessment sessions for the units for which RPL was granted. A scan of the completed, signed RPL kit and copies of the attached documents used for assessment (certified as true copies by a member of management) should also be saved in the student's file.</p> <p>Note that the full RPL process should only be started after the student has paid the appropriate fees. Before the student pays, it is important that they have enough information to make a decision about applying for RPL.</p>
Appeals	<p>Candidates may appeal any assessment results, including RPL or credit transfer. The Assessment Appeals section of the Delivery and Assessment Policy should be followed.</p>
Testamurs	<p>Candidates deemed competent in all the units of competency required for the qualification will be issued with a qualification; PUA41004 Diploma of Public Safety (Policing) and a transcript listing the core and elective units of competency.</p> <p>Candidates deemed competent in units of competency that together do not meet the requirements for the qualification will be issued with a Statement of Attainment listing the units in which they were successful.</p>
Pathways	<p>Our Training packages are individually tailored taking into account the National Training Competency Standards for Detection and Investigation, as well as the Australian Government Investigation Standards (AGIS).</p> <p>Because this program is a competency based program there is need to examine and confirm learning and knowledge to perform the investigation function.</p> <p>Individuals may plan pathways through the qualifications that are either vertical progressions, from one level of qualification to another, or horizontal by adding specialist units at the same level.</p> <p>Electives may be chosen from within this Training Package or from a Training Package for another industry area relevant to the particular workplace.</p> <p>The qualifications have sufficient flexibility to allow choices from any endorsed set of standards at the appropriate level.</p> <p>For example, where an organisation is part of the transport industry AND part of the Public Safety, competency standards from the transport industry might be appropriate as Electives in a generalist qualification (the Required Units would provide the competencies for working in the Public Safety). In addition to a qualification 'in Government', Registered Training Organisations may give credit to those enrolling in a transport industry qualification.</p> <p>Specific competency standards from other Training Packages have also been identified for use across the Public Safety industry.</p> <p>These were previously highlighted as Key Areas where the structure of the Public Safety Training Package was explained. Consultation has taken place with the bodies responsible for these standards and agreement gained for inclusion in this Training Package.</p>

	<p>Units of competency taken from other Training Packages are subject to the rules of those Training Packages.</p> <p>Model Training Program Outline Model training programs provide industry guidance on recommended training approaches for qualifications within the Training Package. They provide examples of how qualifications may be achieved and may indicate optional pathways for achieving a qualification Candidates may complete this program through the full delivery and assessment program, through RPL (assessment only) or a combination of the two).</p> <p>Upon successful completion of this program, candidates may continue their studies with advancement to Diploma Level or a similar qualification within the Public Safety Training Package.</p>	
Review of this document	<p>To be reviewed by the earlier of the following:</p> <ul style="list-style-type: none"> • 1st July 2009 (in accordance with the policy of review at least annually) • the date of any changes to the training package • the implementation date of any relevant licensing changes 	
Version 1.1	Initial release	2 nd March 2009
<p>Principal's signature:</p>		