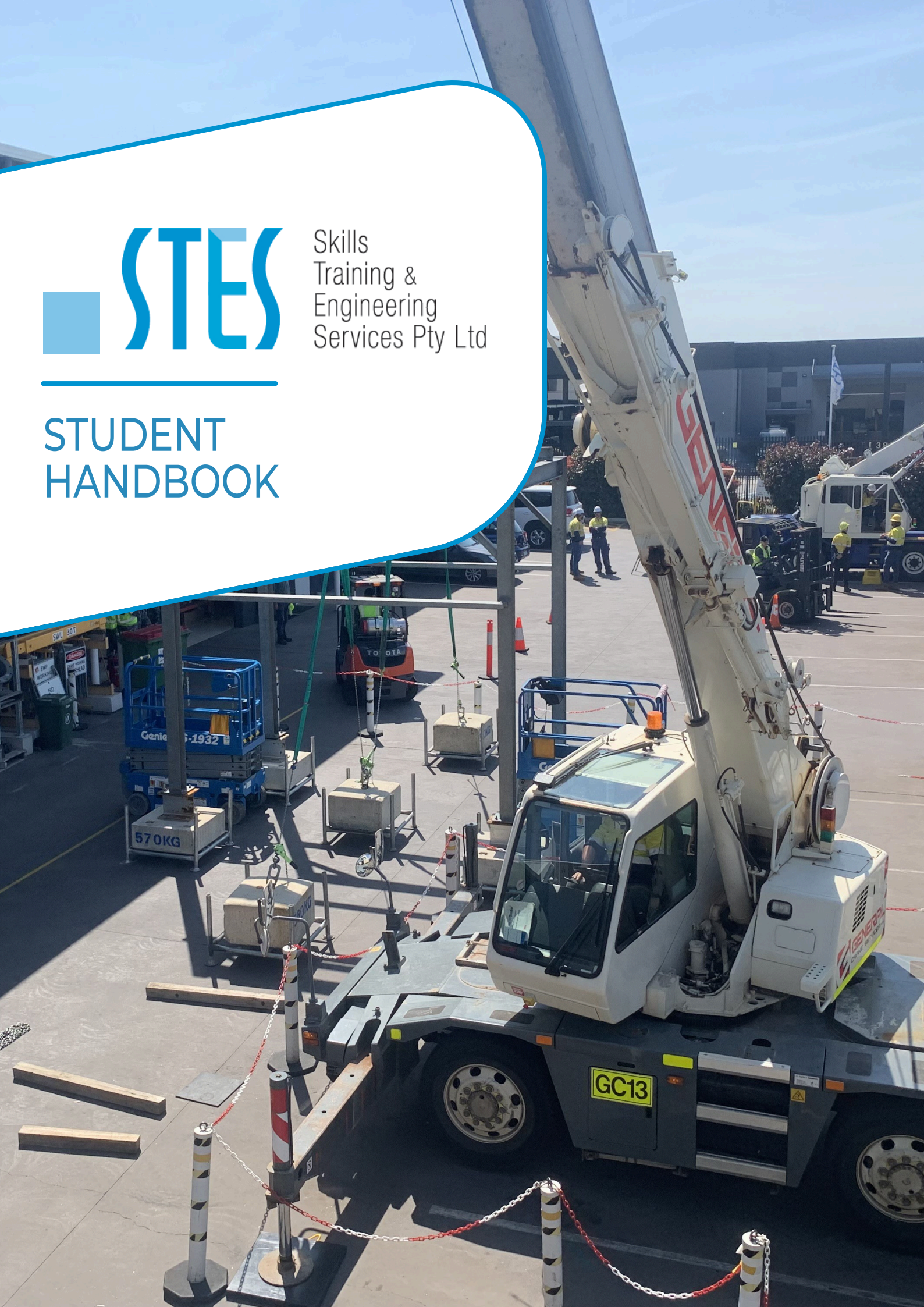
STES

Skills
Training &
Engineering
Services Pty Ltd

STUDENT HANDBOOK



Welcome to Skills Training & Engineering Services (STES)

RTO #50091

Thank you for choosing STES as your training provider and allowing us to play a role in your learning journey.

We pride ourselves on professional, flexible learning and providing you with the best experience possible to attain your safety training goals.

We hope you are looking forward to your training and making lots of new friends along the way. More importantly, we are here to help you make the most of your learning. Good luck!

I look forward to hearing of your achievements and providing support wherever I can. I trust you will enjoy your time with us and wish you every success in your training.

Sincerely,



Kamal Haddad
Chief Executive Officer

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1. INTRODUCTION

The purpose of this handbook is to provide you with a quick reference about training programs, policies and processes, roles and responsibilities guiding you through your learning experience with STES.

STES is a registered training organisation (RTO) registered with the vocational education and training (VET) Regulator, RTO #50091.

STES aims to deliver high quality, innovative and engaging training that is relevant to students, employers and industry. Our commitment to continuous improvement means we are constantly developing and improving new resources, processes and facilitation methods to remain ahead in technology and industry standards.

STESs training locations are at:

- **27 Sphinx Way, Bibra Lake, WA 6163**
- **25 Blackly Row, Cockburn Central, WA, 6164**
- **2/451 Yangebup Road, Cockburn Central, WA, 6164**

STES offers a range of training products and services which can be located at training.gov or via the below link for the full extent of the Scope:

https://training.gov.au/Organisation/Details/50091

As an RTO, STES is bounded to comply with the Standards for Registered Training Organisations 2025 (Standards RTOs 2025). Training Services provided to students follow policies and processes developed to meet the VET Quality Framework and the Standards for RTOs 2025.

2. COMMITMENT TO SERVICE

STES is committed to providing quality training and assessment services to its VET students.

We aim to:

- Provide training and assessment services that meet industry needs and trends;
- Deliver high quality, innovative and engaging training;
- Foster relationships with our students, supporting them through their career;
- Provide flexible learning opportunities;
- Provide a supportive, facilitative and open learning environment;
- Ensure all training is delivered by qualified trainer and assessors with the necessary skills and experience;
- Ensure all training is continually monitored and improved;
- Maintain a healthy and effective learning environment for students;
- Produce competent and confident workers that benefit the community and industry;

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3. THE LEARNING JOURNEY

STES delivers a range of training programs, both Nationally Recognised and non-accredited, which we conduct as public courses or customised for students and industry. Our holistic approach ensures students' needs are met. Nationally Recognised programs have been approved by State and/or Commonwealth Government.

STES is committed to a learner-centred, outcomes-focused approach to training and assessment in accordance with the Standards for Registered Training Organisations (RTOs) 2025. This includes ensuring that training and assessment are fair, valid, reliable and flexible, and that assessment decisions are made independently and based on sufficient, authentic and current evidence. STES actively monitors learner engagement and progress and provides timely support and intervention where required to promote successful participation and completion. Learner wellbeing, safety and informed decision-making are central to all training and assessment services delivered by STES.

3.1 Enrolment

Enrolling with STES is as the below:

1. Contact STES via phone or email.
2. Discuss course eligibility, funding, and pre-requisite requirements.
3. Complete pre-enrolment LLN/digital skills assessment if required.
4. If the course is suitable and you are eligible we will send you a confirmation email.

3.2 Unique Student Identification

In order to receive your certificate you must have a valid USI number. If you do not have a USI number our team can help guide you through the process of obtaining one.

3.3 Change of Personal Details

Please keep your personal details up-to-date so we can ensure our records are kept current.

4. TRAINING AND ASSESSMENT

STES delivers **competency-based training**, which focuses on your ability to apply knowledge and skills to workplace tasks to the required standard.

The specific skills and knowledge required for workplace activities are set out in Units of Competency which can be grouped together to formulate the completion of a nationally recognised qualification. Nationally recognised qualifications are outlined in Training Packages. These can be viewed at www.training.gov.au.

- Each unit of competency defines the skills and knowledge you need.
- Units are grouped to form nationally recognised qualifications outlined in **Training Packages** (see training.gov.au).

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4.1 Competency and Evidence

To achieve **competency**, you must demonstrate that you can:

- Complete tasks to the required workplace standard
- Perform skills across a range of environments (including simulated scenarios)
- Provide **evidence** of your skills and knowledge

Evidence is the material proof that you have performed the specified competency or task to the required standard. Your evidence requirements will be determined by the Unit of Competency, employability skill requirements, industry expectations, Government regulations, and your qualifications and current experience. Evidence can take many forms, and you will be required to present more than just one piece of evidence.

Assessment tools that we will provide to you set out the exact requirements for evidence for each unit/module.

Examples of evidence:

- Assessment tasks set by your assessor
- Observation reports
- Certificates and awards
- Work samples or projects
- Licenses or position descriptions
- Third-party reports
- Question responses or tests
- Portfolios

Evidence must demonstrate:

- Job/task completion to standard
- Understanding of processes
- Problem-solving and teamwork
- Awareness of workplace rules, safety, and procedures

4.2 Assessment

Assessment confirms your ability to perform to the required standard. Assessment is in integral part of your learning if you wish to complete successfully and gain certification.

The assessment process will be explained during introduction and throughout your program. Assessors will also be available to you if you have any questions.

Assessment is the process of collecting evidence and making judgement on whether competency has been achieved to confirm that an individual can perform to the standards expected in the workplace and as expressed in relevant competency standards.

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Throughout the training program you will be assessed to see if you have gained the necessary skills and knowledge to achieve the qualification. Your trainer/assessor is required to ensure that the assessment tasks you undertake meet the national principles of assessment and rules of evidence (see below for more information).

Assessment methods may include:

- Observation of performance
- Assignments, written activities, or questioning
- Oral presentations
- Workplace demonstration
- Portfolios

Assessment is conducted according to **Principles of Assessment**:

Valid	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual VET student. Validity requires: • Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance; • Assessment of knowledge and skills is integrated with their practical application; • Assessment to be based on evidence that demonstrates that a VET student could demonstrate these skills and knowledge in other similar situations; and • Judgement of competence is based on evidence of VET student performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliable	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
Flexible	Assessment is flexible to the individual VET student by: • Reflecting the VET student's needs; • Assessing competencies held by the VET student no matter how or where they have been acquired; and • Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Fair	The individual VET student's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to consider the individual VET student's needs. The RTO informs the VET student about the assessment process and provides the VET student with the opportunity to challenge the result of the assessment and be reassessed if necessary.

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Rules of Evidence ensure evidence is:

Valid	The assessor is assured that the VET student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficient	The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a VET student's competency.
Authentic	The assessor is assured that the evidence presented for assessment is the VET student's own work.
Current	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

4.3 Reassessment and Extensions

- If you are **Not Yet Competent (NYC)**, you can request **reassessment**.
- If a second attempt is needed and you remain NYC, you may need to **re-enrol**.
- **Extensions** for assessment may be granted for non-mandatory assessments upon request. Communicate early with your assessor.

Special Consideration may be applied in cases of illness, disability, or unforeseen circumstances, ensuring fairness while maintaining assessment integrity.

4.4 Reasonable Adjustments and LLND Support

- STES identifies and supports your **learning needs**, including:
  - Language, Literacy, Numeracy, and Digital capability (LLND)
  - Physical or learning disabilities
  - Other individual requirements
- Reasonable adjustments ensure you can complete assessments without compromising competency standards.
- Students with disabilities are encouraged to discuss with STES any 'reasonable adjustments' to learning and assessment processes which they consider would be necessary or assist them in the performance of their studies.
- There may however be circumstances where it will not be reasonable or reasonably practicable for STES to accommodate or where other adjustment may be more appropriate. Reasonable adjustments cannot compromise the integrity of competency-based training and assessment.

4.5 Academic Integrity

Students are expected to complete all assessments honestly, independently, and in accordance with the requirements of the unit of competency. Students are expected to submit only their own original work for assessment and follow all assessment instructions and conditions set by the assessor.

Cheating or academic misconduct may result in re-assessment, suspension or cancellation of the enrolment or being marked as Not Yet Competent.

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5. RECOGNITION OF PRIOR LEARNING (RPL) AND CREDIT TRANSFER

Recognition allows you to gain credit for skills or knowledge you already have.

- **RPL/RCC** – prior learning or experience assessed against unit requirements
- **Credit Transfer (CT)** – previous AQF units recognized
- **Mutual Recognition** – AQF qualifications from other RTOs accepted

The **onus is on the student** to provide evidence. Assessors evaluate:

- Authenticity
- Sufficiency
- Currency
- Industry standard alignment

Decisions: **Competent (C)** or **Not Yet Competent (NYC)**

Recognition is the collective term and includes:

- Recognition of prior learning (RPL)
- Recognition of current competency (RCC)
- Credit transfer (CT)
- Mutual recognition (MR)

All students can apply for recognition. This means that you can submit evidence for a Unit(s) of Competency and have it assessed by a qualified Assessor without completing the training.

STES believes that no VET student should be required to undertake a unit of competency for which they are already able to demonstrate satisfactory achievement of the performance outcomes, as stated in the endorsed training package or nationally recognised course.

STES aims to always maximise the recognition of a VET student's prior skills and knowledge whilst maintaining the integrity and standards of the defined learning outcomes of the specific qualification or course of study. Students who consider they already possess the competencies identified in all or part of any course/qualification offered by STES may seek recognition.

If you think you have the necessary knowledge and skills to match a Unit(s) of Competency at the required standard, you need to contact our Training Manager, Mr Kamal Haddad, on (08) 941 88 555 who will provide the information you need to complete an application.

5.1 Recognition Process

Recognition is a method of assessing if you have evidence of competency for a particular unit of competency that you are enrolled in. It is important to remember that Recognition is an **assessment process** not an assumption of competence.

Recognition is the determination, on an individual basis, of the competencies obtained by a student through:

- previous formal training
- work experience, and/or
- life experience

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Recognition therefore determines the subsequent advanced standing to which the student is entitled in relation to a course/qualification. The focus of Recognition is what has been learned rather than how, where or when it was learned. Recognition focuses on both the demonstration of competence and the currency of that competence to industry standards.

It is important to note; the onus is on the student to document and present evidence to justify a claim for recognition and present their case to the satisfaction of the Assessor.

Any documents that you provide to support your claim of competency must be the originals rather than copies. Your original documents will be photocopied and handed back to you. It is also expected that any evidence submitted is your own and if any part of the work is the work of others, that this is formally acknowledged and advised.

5.2 Recognition Decision

Assessors must be confident that the evidence meets the following criteria:

- Full requirements of the Unit of Competency(s)
- Any Regulatory requirements
- Authenticity - That it is your own evidence and can be authenticated
- That you can perform the competency consistently and reliably
- Is at the standard expected in industry and set out in the Australian Qualification Framework (AQF)
- Sufficiency - There is sufficient evidence to make a judgment

STES is committed to ensuring that all judgments made by Assessors against the same competency standards are consistent. Your Assessor will examine the evidence that you present and then make a judgment on that evidence which will be either:

- Competent (C) - you have been deemed competent against all the requirements of the Unit/s of Competency
- Not Yet Competent (NYC) - you have not yet demonstrated competency to all requirements.

Your assessor will advise you what you can do if you receive a NYC for your assessment task. If you are deemed NYC in your initial assessment, you are allowed a second attempt. However, if you are deemed NYC in the second attempt, you will be required to re-enrol. Please talk to your assessor if you have any concerns.
For further information on Recognition, please refer to STES P&P RPL on the STES website (www.stes.com.au).

5.3 Credit Transfer / Mutual Recognition

STES recognises the AQF qualifications and Statements of Attainment issued by other Registered Training Organisations (RTOs). This is commonly referred to as Mutual Recognition or Credit Transfer. Mutual recognition is applicable when a Statement of Attainment or qualification provided by a student has the same national competency codes as those that form part of the training and assessment program within which the student is enrolled or is intending to enrol. Students are required to formally apply for Mutual Recognition. With Mutual Recognition, students are not required to undertake learning in the unit/s again, the student is exempt.

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6. CERTIFICATION AND ACCESS TO RECORDS

STES issues:

- Qualification – for full completion of AQF units
- Statement of Attainment (SOA) – partial unit completion
- Certificate of Attendance – for non-accredited courses

Key points:

- Certificates are issued only upon successful completion
- Duplicate/replacement certificates incur a fee
- STES can withhold certification if assessment integrity is in question
- Students can request access to assessment records

7. LEARNER SUPPORT SERVICES

STES is committed to supporting all students to achieve their learning outcomes. We recognise that students may experience personal, academic, or vocational challenges and provide appropriate support to assist VET students in completing their training successfully.

Support services available include:

- **Language, Literacy, and Numeracy (LLN) Support:**
  - Students can request additional help if they have difficulties in reading, writing, numeracy, or digital literacy.
  - Assessment of LLN and digital skills occurs at enrolment to identify any additional support needs.
- **Special Needs and Disability Support:**
  - Students with disabilities, impairments, or other special needs are encouraged to discuss required reasonable adjustments with STES.
  - Adjustments may include modified learning materials, alternative assessment arrangements, or flexible delivery modes.
  - Adjustments will not compromise the integrity of the competency standards.
- **External Support Services:**
  - Centrelink (Youth Allowance, Austudy, JobSeeker, ABSTUDY, CentrePay)
  - Adult Migrant English Program and public libraries
  - Reading and Writing Hotline: 1300 655 506, http://www.readingwritinghotline.edu.au/
  - Students are encouraged to contact services appropriate to their individual needs.

Pathway to Access Support:

1. Discuss your needs with your trainer/assessor or STES administration staff.
2. STES will assess your request and provide the most suitable support as per the Health and Wellbeing Policy and Procedure

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7.1 Access & Equity

STES values diversity and is committed to providing **equitable access** to training, assessment, and support services.

- All students are entitled to participate in learning free from discrimination, harassment, victimisation, or bias.
- STES ensures fair access to:
    - Learning and assessment resources
    - Trainer and assessor support
    - Facilities and equipment
    - Reasonable adjustments for special needs

STES is committed to promoting, encouraging and valuing equity and diversity with respect to its students and to providing them with a positive learning environment to achieve success. STES will ensure services offered are provided in a fair and equitable manner to all students, free from bias.

STES abides by equal opportunity principles, providing access to the benefits of training and assessment to all students regardless of gender, sex, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, culture, linguistic background, disability, transgender, political conviction or religious belief.

All students have equitable access to training resources and facilities, support services and information, trainer and assessors, learning and assessment materials and opportunities.

For further information, refer to STES P&P Access & Equity on the STES website (www.stes.com.au).

8. COMPLAINTS AND APPEALS

STES provides a clear, fair, and confidential process for students to raise concerns about training, assessment, or other experiences.

Complaints and appeals are handled in accordance with our Complaints & Appeals Policy and Procedure which can be found on our website.

8.1 Complaints

To make an informal complaint please raise your concern with you trainer / assessor

To make a formal complaint you can email your written complaint to info@stes.com.au

Our team will then reach out to you within 30 working days to investigate and respond.

8.2 Appeals

If you disagree with your assessment result you can lodge an appeal in writing to info@stes.com.au

9. FEES REFUNDS AND CANCELLATIONS

STES does not accept prepayments of value over $1500. Refunds are managed in accordance with STES's Fees Refunds and Cancellations Policy and Procedure at www.stes.com.au.

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Refunds for company and private bookings are based on notice given prior to course commencement:

- More than 2 business days – No cancellation fee will apply
- Less than 2 business days – 50% of course fee
- 1 business day – 50% of course fee
- Failure of students to attend without notice received before 8:30 am on the day of training – 100% of course fee payable

STES reserves the right to waive the cancellation fee if the trainee / company has a valid reason (such as a medical certificate) at their discretion.

Confirmation for the training course will be provided at the time of booking.

10. WORKPLACE HEALTH AND SAFETY

STES provides a safe and healthy learning environment for its students. All students, visitors and staff have a duty of care to ensure safety.
Students are expected to:

- Take reasonable care of their own safety and the safety of others
- Follow all reasonable instructions given by your trainer / assessor
- Must report any unsafe conditions which come to their attention to the CEO/Training Manager.
- Follow the STES Code of Conduct

11. CULTURAL SAFETY AND AWARENESS

Our organisation is committed to providing a learning environment that is inclusive, respectful, and free from discrimination. We recognise and respect the diverse cultural backgrounds, beliefs, values, and experiences of all students, trainers, and staff.

Students are expected to treat others with dignity and respect at all times and to be mindful of cultural differences in communication styles, learning approaches, and workplace practices. Discrimination, harassment, or offensive behaviour will not be tolerated.

We acknowledge the Traditional Custodians of the land on which we operate and pay respect to Elders past and present.

If a student requires reasonable adjustments or support related to cultural or language needs, they are encouraged to discuss this confidentially with their trainer or the administration team.

12. FEEDBACK AND CONTINUOUS IMPROVEMENT

STES is committed to continuous improvement and values feedback from students, trainers, and industry stakeholders to enhance the quality of training and assessment. All feedback is handled fairly and confidentially and is used to support ongoing improvement of training delivery, assessment practices, and the overall student experience.

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VERSION HISTORY				
VERSION	**AUTHOR**	**REVISION DATE**	**DESCRIPTION OF CHANGE**	**APPROVED BY**
13.0	RTO Compliance	05/02/2025	Minor updates	Kamal Haddad
14.0	RTO Compliance	01/01/2026	Rewritten for the Standards for RTOs 2025	Kamal Haddad

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