

Schrole ETAS Client Handbook 2018

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Welcome to Schrole ETAS

Welcome to Schrole ETAS and congratulations on your commitment to furthering your skills and knowledge to improve on your business or career. We are pleased to welcome you as a course participant on one of our many high quality and industry relevant programs to help you achieve your goals.

This Client Handbook outlines a range of processes, procedures and information designed to support, assist and guide you through your chosen course of study. Enclosed you will find information relating to all aspects of undertaking a training course with Schrole ETAS. If you are commencing the TAE40116 Certificate IV in Training and Assessment program there are specific criteria that must be met before being accepted on to this course. Please see the information outlined on page 6.

All participants in Schrole ETAS training and assessment services have the right to lodge an appeal or complaint if they are dissatisfied with the services provided. Before instituting an appeal or making a complaint, where reasonable it is preferred that the person or people concerned attempt resolution through discussion. You can find further information within this handbook or by downloading our complaints and appeals policy on our website.

If you have any concerns or questions that are not covered in this handbook, please initially direct them to your facilitator, if they are unable to assist, you are welcome to approach the RTO Manager of the Schrole ETAS team. We trust you will enjoy your course with us and thank you for choosing to enrol with Schrole ETAS.

About Us

Schrole ETAS is a leading Registered Training Organisation (RTO #1967) specialising in delivering qualifications through highly customised training programs. Schrole ETAS prides itself on effective preparation, project management, quality assurance, and compliance with Standards for RTOs 2015, resulting in a robust and effective training service.

Through collaborative work with our clients to ensure that each organisation's unique training needs are met, Schrole ETAS has become the RTO of choice for innovative partnerships with Australian and international companies. Schrole ETAS's international expansion has proven extremely successful; winning the support of the Mongolian government, mining companies and several international schools.

Schrole ETAS qualifications can be delivered through public workshops, contextualised onsite courses, self-paced learning and traineeships.

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Our business values guide all our actions and decisions. These values are the principles that determine how we interact with our clients and with each other.

Quality	We are committed to providing quality services
Efficiency	We strive to continually improve how we do things
Integrity	We always act with integrity
Professionalism	We are professional in everything we do
Respect	We respect ourselves, each other and our client needs
Social Responsibility	We give back to our local community

Getting here

Schrole ETAS is located on the Ground Floor, 142 Hasler Road Osborne Park WA 6017.

To minimise Schrole ETAS’s impact on the environment, public transport is recommended as the best method for participants. We are located within walking distance from the Glendalough Train Station (1209 metres) and Transperth Bus 407 passes by our front door. The Transperth website can help you plan your journey:

www.transperth.wa.gov.au

Private Vehicle Parking: Please see below information for local area street parking and paid parking information.



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Printed copy is UNCONTROLLED COPY. Please check with ETAS Group for the latest version of this document.

Nationally Accredited Training

Schrole ETAS offers the following accredited training as part of our [scope of registration](#):

- [BSB42015- Certificate IV in Leadership and Management](#)
- [BSB51915- Diploma of Leadership and Management](#)
- [TAE40116 – Certificate IV in Training and Assessment](#)
- [TAE50216- Diploma of Training Design and Development](#)

TAE40116 Certificate IV in Training and Assessment eligibility requirements

The Certificate IV in Training and Assessment qualification is our most popular course and therefore it is important that we are clear about the entry requirements for this program.

This qualification focuses on designing and conducting training and assessment activities in the Vocational Training Industry. This qualification is suitable for people working in a training and/or assessment role and those entering this program must be able to demonstrate vocational competency in their proposed teaching and assessing area. Vocational competency is defined as broad industry knowledge and experience, and may include, but is not limited to, holding a relevant unit of competency or qualification.

Our Facilitators

Our facilitators are highly experienced having been trained to the highest level and hold the necessary qualifications to train and assess in the VET sector.

Our facilitators will be available to assist you throughout your studies regardless of which mode of training you are participating in. This is to ensure you have the best opportunity to successfully reach your study goals.

Selection and Induction

Programs offered publicly are open to all learners, subject to any pre-requisites or special enrolment conditions that apply to a specific program. An application must be made by completion of the enrolment form. Clients will be made aware of the contents of the program, any special conditions, and the assessment requirements prior to enrolment.

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Competency Based Training

Qualifications are comprised of Units of Competency, which have been determined by the relevant industry bodies and categorised into National Competency Standards for specific industry areas.

The Standards provide a framework for training and assessment and specify what Competencies an employee at a level within a particular industry should be reasonably expected to achieve.

Competency is defined as:

"Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments."

Flexible Delivery

Flexible delivery means providing training when it best suits the client and / or employer.

Flexible delivery focuses on **learning** rather than **teaching** and to provide the best possible learning experience for the client. This means that the client has greater control over what, when and how they learn.

Recognition of competencies issued by other RTOs (Credit Transfer)

As per clause 3.5 of the Standards for RTO's 2015; ETAS will accept and provide credit to learners for units of competency where these are evidenced by either an AQF certification document issued by any other RTO or AQF authorised issuing organisation, or, an authenticated VET transcript issued by the Registrar.

Please request a copy of our Recognition Policy for further information or speak to one of our team.

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Recognition of Prior Learning

Recognition of prior learning (RPL) is simply a form of assessment of a learner's competence. The objective of RPL is to ensure that an individual's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised.

RPL can be used to determine advanced standing or to determine a reduction in learning duration, within a training program, or could be used a process to bypass learning altogether.

In all cases, the onus is on the client to document and present evidence to justify a claim for RPL. The evidence may be collected from formal, non-formal and informal learning. RPL will be conducted with the same rigour as any other form of assessment and meets the principles of assessment and rules of evidence (see ETAS Assessment Policy).

Clients seeking RPL must complete an application form and provide documentation to support that application. All learners at ETAS are entitled to apply for recognition in the course or qualification in which they are currently or wish to be enrolled in. It is recommended that the application for recognition be made as soon as possible to avoid unnecessary training or fee alterations. Please request a copy of our Recognition Policy for further information or speak to one of our team.

Assessment

Assessment is defined as *"the process of gathering and judging evidence in order to decide whether a person has achieved a standard or objective."*

In simple terms, Assessment is the process of **collecting evidence and making judgements** on whether competency has been achieved. To achieve a '**COMPETENT**' outcome you must satisfactorily complete all the requirements of your Unit of Competency. This means that you are assessed in terms of being able to do the job to the required industry standard.

Assessment, within competency-based approaches to learning, is criterion referenced. This means it identifies an individual's achievements of defined outcomes, rather than relating their performance to that of other learners or trainees.

Assessment methods used may include:

- a) Demonstration, observation and simulations
- b) Work samples or portfolios of evidence
- c) Workbook activities or projects
- d) Role-plays
- e) Written questions
- f) Oral presentations

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Principles of assessment

PRINCIPLES OF ASSESSMENT	
Fairness	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by ETAS to consider the individual learner's needs. ETAS informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by: <ul style="list-style-type: none"> • Reflecting the learners needs; • Assessing competencies held by the learner 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
Validity	Any assessment decision of ETAS is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none"> • Assessment against unit (s) of competency and the associated assessment requirements 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 learner could demonstrate these skills and knowledge in other similar situations; and • Judgement of competence is based on evidence of learner performance that is aligned to the units of competency and associated assessment requirements
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment

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Rules of Evidence

RULES OF EVIDENCE	
Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learners competency
Authenticity	The assessor is assured that the evidence presented for assessment is the learners own work
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or very recent past.

Language, Literacy and Numeracy (LLN)

To assist in identifying any special learning needs, Schrole ETAS may ask that you provide us with information regarding your Language, Literacy and Numeracy skills on your enrolment form or prior to the start of the training program. As Schrole ETAS predominantly works directly with organisations, often learner needs will be highlighted by the employer/manager and actions/support will be put in place prior to attendance.

Access and Equity (Reasonable Adjustment)

Schrole ETAS is committed to providing opportunities to all people for advancement, regardless of their background. We ensure that our client selection criteria are non-discriminatory and provide fair access to training for the disadvantaged.

Trainers and assessors apply the principle of reasonable adjustment where it is relevant and appropriate. If a learner/client has a concern or query about an issue they should speak with the trainer in the first instance or the Schrole ETAS RTO Manager.

Where a learner identifies as a person with special and/or specific needs requiring reasonable adjustment, then strategies contained in the Government of Western Australia, Department of Training and Workforce Development, Reasonable adjustment: A guide to working with students with disability, 2nd Edition 2013, will be reviewed and used where appropriate.

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Student Support

Where there is perceived difficulty in achieving learning goals, discussion with the student will be encouraged. Information will be provided about possible alternative pathways to achieve goals, options/choice to overcome barriers and ways to access a supportive network. This information will vary according to the individual needs of the student.

Schrole ETAS will identify learner needs and offer the following support services:

- Mentoring sessions with an ETAS facilitator where required
- Internal IT support
- Learning materials printed in larger size where required
- Reasonable adjustment during assessments
- Limited Language, Literacy and Numeracy support internally, or referral to external agencies such as the Australian Dyslexia Association, Read Write Now, Reading and Writing Hotline, TIS – Translation and Interpreting Service
- Referral to external agencies for mental health and general well-being such as ACA-Australian Counselling Association, Beyond Blue, Life without barriers, Lifeline, Mission Australia, National Disability Services, Senses, VISABILITY (formally the Association for the Blind of WA) and the WA Deaf Society Inc.

Records Management

We maintain records of training and assessment for every learner. If a learner does not have an up-to-date copy of their training record (indicating progress) they are welcome to request one from the trainer or administration at any stage. If a learner needs a replacement Statement of Attainment or qualification after they have completed training, they must submit a written request to administration. (There may be additional costs for re-prints that have been lost or destroyed by students).

Occupational Safety and Health

Schrole ETAS is committed to implementing, maintaining and continuously improving Occupational Safety and Health in all training locations. The management of Schrole Group recognises that it has a responsibility to provide and maintain a safe environment for staff, clients and visitors alike.

Schrole ETAS will conduct a safety induction at your induction to your training facility. This will include the emergency evacuation procedure for your location. The Schrole Group Evacuation Plan is strategically placed on the walls in all training rooms and work areas throughout the training locations.

Schrole ETAS has nominated wardens whose role is to help you exit safely from the building in the event of an emergency evacuation. Wardens can be clearly identified by their yellow high visibility vests and caps. It is important that you respond to an emergency evacuation immediately and follow the warden's instructions.

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First aid facilities are provided in the kitchen area at Schrole Group.

Schrole Group is a non-smoking site.

Under the Occupational Safety and Health Act 1984 it is a requirement to report all accidents and incidents in the workplace. All accidents and incidents must be reported using the Schrole Group accidents incidents report form, which are available in all training rooms.

Your rights and responsibilities

ETAS ask that you participate in the training with an open mind and maintain a positive attitude to your learning program, we ask that you:

- Be respectful of cultural and social diversity whilst training with us
- Comply with our policies and procedures whilst training with our organisation
- Be actively involved in the training program to give yourself the best learning outcomes. Observations of your participation are part of the assessment process
- Manage your study time effectively to give yourself the best opportunity to meet the performance criteria

You will:

- Be treated with respect
- Have access to your personal information
- Be able to appeal assessment decisions or make complaints with confidence of no victimisation
- Pursue your learning goals with support and understanding
- Be provided with all necessary resources to undertake their enrolled program

Learner Code of Conduct:

It is your responsibility to:

- Actively engage in your learning
- Demonstrate your knowledge and understanding, skills and capabilities through evidence
- Review your learning journey
- Collaborate and contribute to the learning environment with your peers
- Show respect and adhere to the learner 'code of conduct;' at all times
- Attendance to face to face training sessions is expected to be 100%

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Plagiarism and Collusion

Any work submitted for assessment which is found to be fraudulent for reasons of collusion or plagiarism will result in Not Yet Competent (NYC) being recorded for the work submitted.

Plagiarism means presenting the work or property of another person as if it were one's own without appropriate acknowledgment or referencing. It includes:

- copying or submitting new and original idea or production derived from an existing source
- using another person's ideas, work or research data without due acknowledgment
- copying of sentences or paragraphs from one or more sources which are the work or data of other persons. This includes material found on the internet
- submitting work which has been produced for you by someone else
- submitting work previously assessed for another candidate

In the case of collusion, is to falsely represent the individual contribution of the assessment evidence. This occurs when the assessment has been completed as a collaborating project, when the intent is to be wholly your own work.

Breaches of Discipline

All Schrole ETAS clients are expected to take responsibility for their own learning and behaviour during both training and assessment. To ensure all learners receive an opportunity to access their learning, any learner who displays disruptive behaviour may be asked to leave the training session.

Disruptive behaviours may include but are not limited to:

- being disrespectful to other participants and/or the trainer
- using offensive language
- sexual harassment
- acting in an unsafe manner that places themselves or others at risk
- collusion and/or plagiarism
- physical assault
- theft
- damage to property
- continued absence at required times, especially for assessments

Any breaches of discipline will result in the client being given a 'verbal warning'. Further breaches will result in instant removal from the training environment. Any person who is asked to leave a session has the right of appeal through our appeals process in writing within 14 days. Where a client is removed from the training environment for a breach of discipline all fees paid will be non-refundable.

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Appeals and Complaints

Clients have the right to submit an Appeal (including Academic Appeals) or Complaint in writing, if you believe you have been unfairly treated in some way.

An Appeal or Complaint should be lodged as soon as possible in writing on an Appeal/Complaint Form addressed to the RTO Manager. These forms are available on request or from our website. The Schrole ETAS RTO Manager and CEO will conduct an investigation, assess the situation and take appropriate action. If the complaint is related to training, the RTO Manager will arrange a meeting with the trainer and client to discuss the issue and seek resolution. Appeals or complaints related to administration matters will be investigated openly and as quickly as possible to resolve the issue.

In the event of an appeal or complaint against Schrole ETAS trainers and/or assessors involving an alleged breach of civil law, the matter should be reported in the same way so that the appropriate action may be taken. If the issue is not resolved to the satisfaction of the complainant, the matter will be referred to the appropriate authority.

Schrole ETAS supports the rights of a client to lodge a grievance or complaint and will not impair that right in any way. Schrole ETAS will do everything possible to address all grievances or complaints in an unbiased and professional manner.

We endeavour to resolve all complaints and appeals within 10 working days of the initial application.

Privacy Policy

Schrole ETAS manages personal information in an open and transparent way. This is evident in the implementation of practices, procedures, and system we outline in this policy to ensures our compliance with the APPs. For further information please refer to the ETAS APP Privacy Policy available on www.etasgroup.com.au

Responsible use of Social Media

Schrole ETAS has a Facebook and LinkedIn page and we invite you join our Facebook page and follow us on LinkedIn. All events, information and photos will be posted on this official Facebook page.

Please be advised this page is managed daily and requires discipline in communication. Please refrain from defamatory or inappropriate language. Please do not create a new Facebook group or site using the name of Schrole ETAS, ETAS Group or any similar name that may been seen to represent the RTO.

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Issuance of Certification, Testamurs, Statements of Attainment

All Schrole ETAS graduates who have completed a program of learning that leads to the award of an AQF qualification are entitled to receive the following certification documentation on award of their qualification:

- A testamur, and
- A record of results, or
- Statement of Attainment

Students who complete **part** of the requirements of an AQF qualification in which they are enrolled are entitled to receive a Statement of Attainment. The issuance of a Statement of Attainment recognises that students do not always study a whole AQF qualification. They may choose to complete only a unit, a selection of units or a skill set of competence within Schrole ETAS scope or registration. The Schrole ETAS Statement of Attainment ensures it cannot be mistaken for a testamur for a full AQF qualification.

Eligible learners and timeframes

Schrole ETAS will only issue AQF certification documentation to a learner whom we have assessed as meeting the requirements of the training product as specified in the relevant training package. This award will be issued within 30 calendar days of the learner being assessed as meeting the requirements of the training product and providing all agreed fees the learner owes to Schrole ETAS have been paid.

Unique Student Identifier Compliance

Schrole ETAS will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the *Student Identifiers Act 2014*.

Replacement / Re-issue of documentation

Schrole ETAS permits the replacement of certification documentation upon application to administration and confirmation of previously awarded documentation.

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Legislative Compliance

Schrole ETAS is subject to a variety of legislation which can impact on our training and assessment practices as well as general business practices. This legislation includes:

- [Standards for Registered Training Organisations 2015](#)
- [Equal Opportunity Act 1984](#)
- [Occupational Safety and Health Act 1984](#)
- [Human Rights Commission Act 1986](#)
- [Human Rights \(Sexual Conduct\) Act 1994](#)
- [Sex Discrimination Act 1984](#)
- [Disability Discrimination Act 1992](#)
- [Disability Standards for Education 2005](#)
- [Racial Discrimination Act 1975](#)
- [Age Discrimination Act 2004](#)
- [Privacy Act 1988 including the National Privacy Principles \(Regulations 2013\)](#)
- [Skilling Australia's Workforce Act 2005](#)
- [Copyright Act 1968](#)
- [Copyright Amendment \(Online Infringement\) Act 2015](#)
- [Copyright Amendment \(Digital Agenda\) Act 2000](#)
- [Archives Act 1983](#)
- [Fair Work Act 2009](#)
- *Student Identifiers Act 2014*
- *Workplace Gender Equality Act 2012*
- *Independent Contractors Act 2006*
- *Mining Regulations 1981 (WA)*

All legislation can be accessed via www.legislation.gov.au and www.slp.wa.gov.au. Schrole ETAS will monitor changes to this legislation and where those changes affect Schrole ETAS operations, staff, clients or stakeholders we will notify all personnel concerned.

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Unique Student Identifier (USI)

From 1 January 2015, all students doing national recognised training need to have a Unique Student Identifier (USI). A USI is a reference number made up of numbers and letters. Creating a USI is free. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere, and it's yours for life.

The USI is linked to the National Vocational Education and Training (VET) Data Collection, and this means an individual's nationally recognised training and qualifications gained anywhere in Australia, from different training organisations, will be kept all together.

How to Obtain a USI

It is free and easy to create your own USI.

- **Step 1** Have at least one (1) or preferably two (2) forms of ID ready from the list below:
 - Driver's Licence
 - Medicare Card
 - Australian Passport
 - Visa (with Non-Australian Passport) for international students
 - Birth Certificate (Australian)
 - Certificate of Registration by Descent
 - Citizenship Certificate

Important: To ensure we keep all of your training records together, the USI will be linked to your name as it appears on the form of ID you used to create the USI. The personal details entered when you create a USI must match exactly with those on your form of ID. If you do not have proof of ID from the list above, you can contact Schrole ETAS about the other forms of ID we can accept to help you get a USI.

- **Step 2** Have your personal contact details ready (such as; email address, mobile number or address).
- **Step 3** Visit the USI website at: www.usi.gov.au
- **Step 4** Select the 'Create a USI' link and follow the steps.
- **Step 5** Agree to the Terms and Conditions.
- **Step 6** Follow the instructions to create a USI – it should only take a few minutes. Upon completion, the USI will be displayed on the screen. It will also be sent to your preferred method of contact.
- **Step 7** You should then write down the USI and keep it somewhere handy and safe.

If you have any questions or require assistance you can visit the website www.usi.gov.au or contact the Department of Industry by email on: usi@industry.gov.au or alternatively, if you would like assistance in obtaining a USI please contact us for assistance.

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