

Schrole ETAS Client Handbook 2019

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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.

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, and/or self-paced learning.

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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 and Venue information

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

Smoking: Smoking is not permitted on ETAS Group premises at ANYTIME – inclusive of the car park

Food Storage and facilities: All our venues have a fridge, coffee facilities, male and female amenities.

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

Disabled access and parking: In the case of temporary special needs or disability support and parking – please contact our administration staff as we can accommodate special needs and disability support in terms of parking and access. courses@etasgroup.edu.au or phone 9230 7010.

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18A Baden Street Location – has very limited street parking (disabled parking can be arranged if necessary) public transport is recommended.



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Nationally Accredited Training

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

- [BSB42015- Certificate IV in Leadership and Management](#) (self-paced or work-based)
- [BSB51918- Diploma of Leadership and Management](#) (self-paced or work-based)
- [TAE40116 – Certificate IV in Training and Assessment](#) (in your workplace or Face to Face at our premises)
- [TAE50216- Diploma of Training Design and Development](#) (self-paced or work-based)
- BSB51915 Diploma of Leadership and Management is superseded and we are no longer taking enrolments.

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. (RPL is available for experienced Trainers and Assessors please [contact us](#) for an eligibility assessment)

Full course Structure:

Module 1 – Intro to Training and Assessment 4 full days of training – 8am-4:30pm covers;

[TAEDEL301 Provide work skill instruction](#)

[TAEASS402 Assess Competence](#)

Module 2 – Designing Training 5 full days of training – 8am-4:30pm covers;

[TAEDES401 Design and develop learning programs](#)

[TAEDES402 Use training packages and accredited courses to meet client needs](#)

[TAEELN411 Address adult language literacy and numeracy Skills](#) (also available as single unit)

Module 3- Delivering Training 5 full days of training – 8am-4:30pm covers;

[TAEDEL401 Plan, Organise and deliver group-based learning](#)

[TAEDEL402 Plan, Organise and facilitate learning in the workplace](#)

Module 4 - Plan, design and develop assessment 5 full days of training – 8am-4:30pm covers;

[TAEASS401 Plan assessment activities and processes](#)

[TAEASS502 Design and develop assessment tools](#) (also available as single unit)

[TAEASS403 participate in assessment validation](#)

Entry requirements:

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, trade certificate a detailed job description for their current position or significant work experience in a chosen field or career discipline.

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Language Literacy and Numeracy and Learning support

There is a minimum Language Literacy and Numeracy (LLN) requirement to ensure success. You may be requested to be evaluated for LLN skills necessary to participate in this course. 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. If learning support is needed this is generally administered by the trainer and assessor by negotiation with the employer and the client.

Schrole ETAS uses the [Australian Core Skills Framework](#) to determine learning foundation skill levels and where support may be needed.

Learning support can be supplied and will be made by appointment as well as during and after course times. Contact your trainer or our office to organise designated learning 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.

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.

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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.

Our Facilitators

Our facilitators are highly qualified and 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. Extra learning support can be accessed if necessary.

Registration, selection and enrolment for TAE qualifications

Programs offered publicly are open to all learners, subject to any pre-requisites or special enrolment conditions that apply to a specific program. To ensure a more tailored approach to your learning [contact us](#) to discuss the best pathway for you to achieve your learning goals.

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1. An application for registration must be made by completion of the online registration form. The form can also be completed in paper if necessary. Call or email us to send you a PDF registration form.
2. Submission of course registration form requires acceptance/acknowledgement of the Client Handbook, access/receipt.
3. Foundations skills and disability support (including Language Literacy and Numeracy) or other support needs are assessed or discussed and negotiated in line with our access and equity policy. Please notify us at courses@etasgroup.edu.au if you or your staff require any assistance.
4. Contents of the program, any special conditions, and the assessment requirements are emailed to participants prior to enrolment and upon acceptance of their registration into the course. This is generally done by email and includes a confirmation letter and the client handbook.
5. **Enrolments are open and valid for 1 year** from the date of the first enrolment (generally first day of class). After this time the enrolments will be closed and you may need to reenroll and pay to continue studies.

Registration Process for Business Qualification

STEP 1

Website enquiry / initial contact.

STEP 2

Admin email flyer of relevance which Inc. pricing, structure and units. Body of email template advises that as it is part of our enrolment process, we require a copy of their resume and current job description to determine if they are eligible for the course.

STEP 3

Email received with relevant documentation gets passed onto trainer for approval – checklist to be completed by trainer.

STEP 4

Trainer has approved / completed checklist and passed back to admin to make contact of congratulations – letter attached >

Email will also Inc. COS, Client Handbook, VETtrak Enrolment Form and Privacy Policy.

STEP 5

Student is allocated to a trainer >

Trainer is then required to contact student to organise preferred units to be completed >

STEP 6

Administration is notified of units via email >

Training Plan is created >

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Student is created in VETTRAK >
 Folder is created and labeled / with Contact record on the inside of folder>
 VETtrak student folder is created >
 Handed back to trainer to facilitate.

Competency Based Training, RPL and Credit Transfer

ETAS is registered to deliver and assess Nationally Recognised Training under the [Vocational Education and Training Quality Framework](#). We provide competency based training and assessment towards qualifications which are issued under the [Australian Qualifications Framework](#)

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. Contact us to discuss possibilities of flexible delivery and learner directed pathways.

Recognition of competencies issued by other RTOs (Credit Transfer) (Std 3.5)

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 at etasgroup.edu.au go to about us then [policies & Documents](#).

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Assessment (including Recognition of Prior Learning - RPL)

It is a 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.

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

Recognition of Prior Learning (RPL)

RPL "is an assessment process that involves assessment of an individuals relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit." ¹

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

RPL must be evidence based and may include significant effort on the part of the RPL candidate to ensure all relevant evidence is gathered and is Authentic.

¹ <https://www.aqf.edu.au/sites/aqf/files/rpl-explanation.pdf> [accessed 1/4/2019]

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We **highly recommend** a conversation with an Assessor to determine RPL eligibility which will give you an indication of the possible success of an RPL process. This will save a significant amount of time and confusion prior to commencing a process that may not result in being deemed competent.

All clients (or RPL candidates) are entitled to apply for eligibility for RPL in the course or qualification in which they are currently or wish to be enrolled in, however in the interest of fairness and likelihood of success a qualified assessor will determine whether or not a candidate is likely to be able to supply the relevant evidence to be a successful RPL candidate.

Candidates seeking RPL must be assessed for eligibility and then complete an application form and provide sufficient, authentic and valid documentation and evidence to support that application.

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](#)).

RPL is by no means an easier pathway, but rather an alternative to a training and assessment pathway and will require significant attention to the evidence requirements of selected units.

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Example RPL Evidence for Training Delivery credit

An individual seeking RPL for **training delivery** only, would need to supply evidence which should include but is not limited to:

1. Evidence of continued delivery of workplace training sessions (sign-in or attendance sheets where they are designated as trainer, signature are necessary over a significant period of time)
2. Completed and thorough session plans covering different sessions or lessons for no less than 3 full hours of delivery recently delivered (within 12 months).
3. Course or lesson content, handouts, visual aids, Power-points etc. for the sessions delivered.
4. Feedback forms from each member of all training groups (no less than 8 individuals per group) of training conducted recently. (several different sessions)
5. Self reflective delivery journal entries collected over a period of time relating to delivery sessions.
6. Evidence of changes to delivery sessions made as a result of feedback and journal reflections.
7. Evidence of changes made to delivery modes and methods to accommodate specific learner needs
8. Workplace learning delivery plans of several students with evidence of face to face sessions, log books, supervisor reports and students documentation.
9. Risk assessments and WHS considerations of delivery of training sessions

Assessment Submission and Deadlines

Assessments not completed in class are to be submitted (within 30 days of the date of the last day of class or by written negotiation with trainer) via scanning to assessments@etasgroup.edu.au where a receipt email will be sent acknowledge the receipt of assessment.

Email subject line should read: **SURNAME Given name** Module **X** assessment or task **number** and trainer name. see example below.

Sent: 2 April, 2019 3:05 PM
To: ETAS Assessments
Subject: CITIZEN John Module 2 Task 1 assessment submission - Trainer: SMITH J

Please see attached my assessment.
 For course on 1 Jan 2019-5 Jan 2019

Kind Regards,
John Citizen
 Ph 123456
 Email abc123example@live.com.au

Extensions need to be requested in writing via email. One extension will be granted without any reasons necessary. Further extensions may require medical certification or other substantial requirements or extenuating circumstances evidence.

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Assessment resubmissions and subsequent allowances

You are afforded a total of three (3) submissions for assessment in any one Module/Cluster or individually delivered unit after unsatisfactory results.

Upon assessment of the final submission if you are deemed Not Yet Competent you may choose to reenrol (there may be a cost) or engage the appeals process if you think you have not received appropriate results.

Assessment Decisions

Assessment decisions are made by qualified and experienced Assessors who must ensure the Principles of Assessment and the Rules of Evidence are satisfied at all times. This means only supplied evidence is used to make assessment decisions.

Assessment Appeals

If you are not satisfied with the assessment decision, all candidates have the right to appeal see our [complaints and appeals policy](#). Please note that all assessors are bound by the limitations and obligation of the [Standards for RTO's 2015](#) and the [VET training Act 2011](#).

Records Management & Replacement / Re-issue of documentation

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 administration costs for re-prints that have been lost or destroyed by students). Schrole ETAS is able to reproduce qualification/statements for 30 years from issuance in accordance with RTO standards of the day. Please [contact us](#) should you require information on reissuing certifications.

Workplace Health and Safety

Schrole ETAS is committed to implementing, maintaining and continuously improving Workplace Health and Safety 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 our own safety evaluation at your induction to your training facility. This will include the emergency evacuation procedure for your location if none exists.

ETAS training rooms have the Schrole Group Evacuation Plan which is placed on the walls in all training rooms and work areas throughout our training locations.

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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.

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

Schrole Group is a non-smoking site and smoking is prohibited in all areas including car parks.

Under the Occupational Safety and Health Act 1984 and Regulations of 1996 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 is available from administration.

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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 adhere to our [Learner Code of Conduct](#):

- No fees are payable in advance by employers or learners, fees are payable upon the attendance of at least part of one training or assessment session. Any pre-payment is purely voluntary on the employer or clients part.
- RPL may be explored by all clients (eligibility is not guaranteed and is subject to prior experience and skills)
- Complaints and appeals may be submitted in accordance with our [complaints and appeals policy](#).
- Learners or employers may be entitled to a refund in accordance with our [refund policy](#).

Learner Code of Conduct:

- Be respectful of cultural and social diversity whilst training with us
- Collaborate and contribute to the learning environment with your peers
- 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
- Acknowledge that in some cases the qualifications you are enrolled in may be required by legislation and possession of some higher level qualifications may not count towards RPL or credit due to the nature of the training package or standard.
- Commit to training and assessment wholly and ensure all work is your own and cannot be attributed to another's work, see plagiarism and collusion.
- Submit assessments within deadlines and clearly label each piece of work
- Attendance in face to face training sessions is expected to be 100% (absences must be explained and alternative attendance may be required)
- Use the IT and WIFI facilities in accordance with relevant laws and responsible use practices for the purpose of education and training during your studies.

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.

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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

Collusion, is to falsely represent the individual contribution of the assessment evidence. This occurs when the assessment has been completed as a part of a collaboration project, when the intent is to be wholly your own work. You can work together, however all work submitted must be significantly different to the work submitted by other members of the group.

Breaches of Code of Conduct

All 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 or gestures
- harassment including sexual harassment
- acting in an unsafe manner that places themselves or others at risk
- collusion and/or plagiarism
- physical or verbal assault
- theft
- damage to property
- continued absence at required times, especially for assessments

Any breaches of discipline will result in the client being given one '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 inappropriate behaviour or violation of the code of conduct all fees paid will be non-refundable.

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Our Commitment to you (the learner) (Std 5.2c):

- Be treated with respect
- Have access to your personal information
- Be able to appeal assessment decisions or make complaints with confidence of no victimization
- Pursue your learning goals with support and understanding
- Be provided with all necessary resources to undertake your enrolled program
- Certifications will be issued in accordance with the [AQF issuance policy](#)
- Training and assessment is provided in accordance with our registration as an RTO under [TAC](#) and [Standards for RTO's 2015](#) we are committed to high quality training and assessment in the delivery and assessment of Nationally Recognised Training and qualifications issued under the [Australian Qualifications Framework](#).

Appeals and Complaints (Std 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 by downloading our complaints and appeals policy and accessing our complaints form on our website under about us/policies and documents.

Clients have the right to submit an Appeal (including Academic Appeals) or Complaint and must be in writing using the process in the [Schrole ETAS Complaints and Appeals Policy](#) and the [Schrole ETAS Appeal / Complaint Form](#).

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 the 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.

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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 60 calendar days of the initial application as per Standard 6. Should Schrole ETAS require more than 60 calendar days the complainant will be notified in writing and reasons for the delay will be supplied. The complainant will be updated regularly regarding the progress of their complaint.

Compliant documentation and processes will be stored in accordance with relevant retention requirements according to regulatory standards in force at the time.

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 ensure our compliance with the APPs. For further information please refer to the ETAS Privacy Policy available on www.etasgroup.edu.au under about us/[policies & Documents](#).

National VET Data Policy - New Privacy Notice – 2019

Under the *Data Provision Requirements 2012*, **Schrole ETAS** is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on the enrolment form), may be used or disclosed by **Schrole ETAS** for statistical, administrative, regulatory and research purposes. **Schrole ETAS** may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and
- NCVER.

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

- populating authenticated VET transcripts;
- facilitating statistics and research relating to education, including surveys and data linkage;
- pre-populating RTO student enrolment forms;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

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You may receive a student survey which may be administered by a government department or NCVER employee, agent or third party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au). The [National VET data policy Schedule 1](#) hold further detail.

Responsible use of Social Media and Schrole ETAS IT and WIFI

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 be seen to represent the RTO.

We also provide WIFI services at our locations and expressly prohibit any use of these services for purposes other than educational or research towards your training and assessment. Inappropriate use will be tracked by our monitoring systems and where necessary referred to employers and authorities if necessary.

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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.

Certification - 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 and satisfied the rules of evidence. 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. (This is not 30 days from your submission of assessment).

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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.

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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.

Unique Student Identifier Compliance

Schrole ETAS will not issue AQF certification documentation to an individual without being in receipt of a verified Unique Student Identifier for that individual, unless an exemption applies under the [Student Identifiers Act 2014](#). *Your USI is destroyed on all documents after verification and exists only in our secure Student Management system.*

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