

Schrole DEVELOP Student Handbook 2021

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Welcome to Schrole DEVELOP

Welcome to Schrole DEVELOP and congratulations on your commitment to furthering your skills and knowledge, we are excited to support you with your learning journey. Our courses are designed by highly qualified staff with extensive industry and training experience which will give you the opportunity for every success in your chosen course.

This Student 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 DEVELOP.

If you have any concerns or questions that are not covered in this handbook, please do not hesitate to contact us. All enquiries should be directed to our administration team (courses@schrole.edu.au) or by contacting Schrole DEVELOP's RTO Manager Jane Lawson (jane.lawson@schrole.edu.au). We trust you will enjoy your course with us and thank you for choosing to enrol with Schrole DEVELOP.

About Us

Schrole DEVELOP is a leading Registered Training Organisation (RTO #1967) specialising in delivering qualifications through highly customised training programs. Schrole DEVELOP 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 students to ensure that each organisation's unique training needs are met, Schrole DEVELOP has become the RTO of choice for innovative partnerships with Australian and international companies. Schrole DEVELOP's international expansion has proven extremely successful; winning the support of the Mongolian government, mining companies and several international schools.

Schrole DEVELOP's courses and qualifications can be delivered through public workshops, contextualised onsite courses, self-paced learning, and/or live online classrooms.

Pre-enrolment

Prior to enrolling into a chosen course of study, students are encouraged to read the student handbook to understand their role and responsibilities. Students should consider all the information provided in the student handbook to make an informed decision to ensure the course meets their needs. Students should pay particular attention to the course outlines to make certain your learning needs are met. Each

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course outline provides an overview of the course, the mode of delivery, the resources and support provided and who the course is aimed at. Students should think about if the course will meet their individual learning needs.

Schrole DEVELOP is available to support every student and to discuss your learning needs. Please contact us to discuss how we can support you in your studies.

During enrolment, students will be asked to identify any individual learning needs that require support during their course. It is recommended that students provide Schrole DEVELOP full details that will enable us to identify whether we can appropriately address your individual needs and if so how this can be achieved.

Schrole DEVELOP encourages students to contact them and discuss any specific learning needs they may have and/if how these can be supported during their studies.

Language Literacy and Numeracy and Learning support

As part of the enrolment process, individuals are required to complete a self-assessment form which identifies prior skills and knowledge as well as language literacy and numeracy skills of each student prior to attending any Schrole DEVELOP courses. This allows the facilitator to determine the support that is required throughout the course. The self-assessment will be emailed to you prior to commencement of your course. Please submit the completed self-assessment at least two days prior to the course start date.

Learners have access to the assessors for assessment support and complimentary workshops are available for learners requiring additional support with assessments. For further information please contact our training team on 9230 7010.

As Schrole DEVELOP 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 student.

Schrole DEVELOP uses the Australian Core Skills Framework to determine learning foundation skill levels and where support may be needed.

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.

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Schrole DEVELOP encourages students to contact us to discuss specific learning needs so we can offer support with their studies. We will identify learner needs and offer the following support services:

- Mentoring sessions with a Schrole DEVELOP facilitator where required
- Internal IT support
- Learning materials printed in larger size where required
- Allow extra time to complete assessment activities
- 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

Schrole DEVELOP is committed to providing opportunities to all people for advancement, regardless of their background. We ensure that our student 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 DEVELOP RTO Manager.

Schrole DEVELOP’s Trainers and Assessors will ensure that all course participants have sufficient resources provided to assist them successfully complete course requirements. Some examples of this might be:

- Literacy and numeracy support
- Flexible delivery of training and/or assessment components of the course
- An accessible venue

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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Disability Supplementary Information Notice

The purpose of the Disability supplement is to provide additional information to assist you with answering the disability questions on the enrolment form.

Disability in this context does not include short-term disabling health conditions such as a fractured leg, influenza, or corrected physical conditions such as impaired vision managed by wearing glasses or lenses.

'11 — Hearing/deaf'

Hearing impairment is used to refer to a person who has an acquired mild, moderate, severe or profound hearing loss after learning to speak, communicates orally and maximises residual hearing with the assistance of amplification. A person who is deaf has a severe or profound hearing loss from, at, or near birth and mainly relies upon vision to communicate, whether through lip reading, gestures, cued speech, finger spelling and/or sign language.

'12 — Physical'

A physical disability affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body. A physical disability may have existed since birth or may be the result of an accident, illness, or injury suffered later in life; for example, amputation, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.

'13 — Intellectual'

In general, the term 'intellectual disability' is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness.

'14 — Learning'

A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-

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regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability.

'15 — Mental illness'

Mental illness refers to a cluster of psychological and physiological symptoms that cause a person suffering or distress and which represent a departure from a person's usual pattern and level of functioning.

'16 — Acquired brain impairment'

Acquired brain impairment is injury to the brain that results in deterioration in cognitive, physical, emotional or independent functioning. Acquired brain impairment can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases or stroke. These impairments may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment.

'17 — Vision'

This covers a partial loss of sight causing difficulties in seeing, up to and including blindness. This may be present from birth or acquired as a result of disease, illness or injury.

'18 — Medical condition'

Medical condition is a temporary or permanent condition that may be hereditary, genetically acquired or of unknown origin. The condition may not be obvious or readily identifiable, yet may be mildly or severely debilitating and result in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, HIV/AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes.

19 — Other

A disability, impairment or long-term condition which is not suitably described by one or several disability types in combination. Autism spectrum disorders are reported under this category.

Nationally Accredited Training

Schrole DEVELOP offers the following accredited training as part of our scope of registration. Information on each course can be found on our website: www.schroledevelop.edu.au

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- BSB42015- Certificate IV in Leadership and Management (self-paced or face to face at our premises)
- BSB40520- Certificate IV in Leadership and Management (self-paced learning)
- BSB50420 – Diploma of Leadership and Management (blended learning – online classes and self-paced learning)
- 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 or online)
- TAE50216- Diploma of Training Design and Development (self-paced or work-based)

Getting here and Venue information

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

To minimise Schrole DEVELOP’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 meters) 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 Schrole DEVELOP’s premises at ANYTIME – inclusive of the car park

Food Storage and facilities: Our venue has 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@schrole.edu.au or phone 9230 7010.

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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 course 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, by speaking to your course facilitator.

Competency Based Training, RPL and Credit Transfer

Schrole DEVELOP 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

Flexible Delivery

Flexible delivery means providing training when it best suits the student and / or employer. Flexible delivery focuses on learning rather than teaching and to provide the best possible learning experience for the student. This means that the student has greater control over what, when and how they learn. Contact us to discuss possibilities of flexible delivery and learner directed pathways.

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Credit Transfer (CT)

Schrole DEVELOP 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.

Students may apply for a credit transfer by submitting a copy of their original certificate /statement of attainment along with their enrolment. Schrole DEVELOP will email students a verification form to sign so the transcript can be verified. Please refer to our Recognition Policy on our website for further information.

Assessment (including Recognition of Prior Learning - RPL)

Assessment 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)

Recognition of prior learning is suitable for individuals who have evidence of previous skills and experience in a training and assessment environment. This could be experience from formal or informal education or previous work experience. If you believe you may be eligible for recognition of prior learning please complete the attached RPL application or contact us on 08 9230 7010 to speak to one of our experienced facilitators. Our policy on recognition or prior learning can be found on our website.

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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.

All learners (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.

In all cases, the responsibility is on the learner 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 and is 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.

Assessment Submission and Deadlines

Assessments which are not completed in class are to be submitted (within 60 days of the date of the last day of class or by written negotiation with your trainer) via Cloud Assess, Schrole DEVELOP's Learning Management System. All students will be emailed their log in details before the course commences. Once you log on to the platform you will be taken through a trial of how to use it. All course materials can be accessed here and due dates for outstanding assessments will be set. Students will use the learning management system in the course and submit the assessments on the platform. The trainer will mark each assessment and provide feedback on the platform.

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.

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.

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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 located on our website. 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 student. If a student does not have an up-to-date copy of their training record (indicating progress) they are welcome to request one from the training or administration staff 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 DEVELOP can reproduce qualification/statements for 30 years from issuance in accordance with the RTO standards 2015. Please contact our administration team at courses@schrole.edu.au should you require information on reissuing certifications.

Students rights and responsibilities

Schrole DEVELOP ask that you participate in your training course with an open mind and maintain a positive attitude to your learning program, we ask that you adhere to our Student Code of Conduct:

- The right to be treated in a fair, equitable and respectful manner, regardless of age, gender, race, sexuality, religion or origin
- The right to access services and facilities as identified in the pre-enrolment information
- The right to learn in an environment that is free from discrimination and intimidation from others
- The right be taught by qualified trainers and assessors
- The right to learn in a safe environment free from hazards and risks
- 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 students' part.
- RPL may be explored by all students (eligibility is not guaranteed and is subject to prior experience and skills)

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- The right to access our complaints and appeals policy to resolve disputes and issues. Please review our complaints and appeals policy located on our website.
- Students or employers may be entitled to a refund in accordance with our refund policy which is located on our website

Students 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
- 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.

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

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- 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.

If students have been found to have colluded, plagiarised or cheated, there are penalties and processes that are followed. Students may be reprimanded in any of the following ways:

- Not Yet Competent for all or part of the assessment
- Be required to repeat the assessment or complete a new assessment
- Meeting with the RTO Manager to discuss the collusion
- Cancel the students enrollment in the course

Breaches of Code of Conduct

All students 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

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Any breaches of discipline will result in the student 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 student is removed from the training environment for inappropriate behaviour or violation of the code of conduct all fees paid will be non-refundable.

Our Commitment to our students:

- 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 the Training Accreditation Council 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

All participants in Schrole DEVELOP 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 and appeals form on our website under about us/policies and documents.

Students have the right to submit an Appeal (including Academic Appeals) or Complaint and must be in writing using the process in the Schrole DEVELOP Complaints and Appeals Policy and the Schrole DEVELOP Complaint and Appeal Form.

An Appeal or Complaint should be lodged as soon as possible in writing on an Complain and Appeal Form addressed to the RTO Manager. These forms are available on request or from our website. The Schrole DEVELOP RTO Manager and COO will conduct an investigation, assess the situation, and take

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appropriate action. If the complaint is related to training, the RTO Manager will arrange a meeting with the trainer and student 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 DEVELOP 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.

Schrole DEVELOP supports the rights of a student to lodge a grievance or complaint and will not impair that right in any way. Schrole DEVELOP 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. Should Schrole DEVELOP 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.

Workplace Health and Safety

Schrole DEVELOP 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, students and visitors alike.

Schrole DEVELOP trainers will conduct our own safety evaluation at your induction to your training facility. This will include the emergency evacuation procedure for your location to ensure the correct health and safety information is communicated to each student attending the training.

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

Schrole DEVELOP 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

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and caps. It is important that you respond to an emergency evacuation immediately and follow the warden’s instructions.

First aid facilities and a defibrillator 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.

Privacy Policy

Schrole DEVELOP 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 Schrole DEVELOP Privacy Policy available on our website.

National VET Data Policy - New Privacy Notice – 2021

Under the Data Provision Requirements 2012 and National VET Data Policy (which includes the National VET Provider Collection Data Requirements Policy at Part B), Registered Training Organisations are required to collect and submit data compliant with AVETMISS for the National VET Provider Collection for all Nationally Recognised Training. This data is held by the National Centre for Vocational Education Research Ltd (NCVER), and may be used and disclosed for purposes that include:

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

NCVER is authorised by the National Vocational Education and Training Regulator Act 2011 (NVETR Act) to disclose to the following bodies, personal information collected in accordance with the Data Provision Requirements or any equivalent requirements in a non-referring State (Victoria or Western Australia), for the purposes of that body:

a VET regulator (the Australian Skills, Quality Authority, the Victorian Registration and Qualifications Authority or the Training Accreditation Council Western Australia)

the Australian Government Department of Education, Skills and Employment

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- another Commonwealth authority
- a state or territory authority (other than a registered training organisation) that deals with or has responsibility for matters relating to VET

NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

Responsible use of Social Media and Schrole DEVELOP IT and WIFI

Schrole DEVELOP has a Facebook and LinkedIn page and we invite you join our Facebook page and follow us on LinkedIn. All events, information, updates 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 DEVELOP, Schrole ETAS or 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.

Issuance of Certification, Testamurs, Statements of Attainment

All Schrole DEVELOP 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 DEVELOPs scope or registration. The Schrole DEVELOP Statement of Attainment ensures it cannot be mistaken for a testamur for a full AQF qualification.

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Certification - Eligible learners and timeframes

Schrole DEVELOP will only issue AQF certification documentation to a learner whom has been 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 DEVELOP have been paid. (This is not 30 days from your submission of assessment).

Unique Student Identifier (USI)

From 1 January 2015, we Schrole DEVELOP can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at <https://www.usi.gov.au/students/create-your-usi> on computer or mobile device.

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.

Further information on how to apply for a USI or to read the USI privacy information can be found on our enrolment form. If you have any questions or require help, then please contact our team on 9230 7010.

Legislative Compliance

Schrole DEVELOP 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:

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- [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 DEVELOP will monitor changes to this legislation and where those changes affect Schrole DEVELOP operations, staff, student, or stakeholders we will notify all personnel concerned.

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