The **first choice** in workplace training, education and development

Schrole DEVELOP
Student Handbook 2022

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Welcome to Schrole DEVELOP

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 with Schrole DEVELOP. If you have any concerns or questions that are not covered in this handbook, please do not hesitate to contact our administration team courses@schrole.edu.au. We trust you will enjoy your course and thank you for choosing to enrol with Schrole DEVELOP.

About Us

Schrole DEVELOP (RTO #1967) specialises 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 students to ensure that each organisation's unique training needs are met, Schrole DEVELOP has become the RTO of choice and has innovative partnerships with Australian and international companies. Schrole DEVELOP's courses and qualifications can be delivered through public workshops, contextualised onsite courses and/or live online classrooms.

Pre-enrolment

Prior to enrolling into a chosen course of study, students are encouraged to read this student handbook to understand their role and responsibilities. Learners should also ensure they understand the specifics of the course they are interested in to make an informed decision that the course meets their individual learning needs.

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 to enable individual needs to be addressed appropriately to support achievement.

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 the learner prior to commencement of the course. Please submit the completed self-assessment at least two days prior to the course start date.

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.

Schrole DEVELOP encourages student contact to discuss specific learning needs so study support can be provided:

- 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

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 and Assessor in the first instance.

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.

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-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 due to 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 from 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

- ➢ BSB40520 - Certificate IV in Leadership and Management
- ➢ BSB50420 - Diploma of Leadership and Management
- ➢ TAE40116 - Certificate IV in Training and Assessment
- ➢ TAE50216 - Diploma of Training Design and Development

Schrole Develop Venue Information

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

To minimise Schrole DEVELOP's impact on the environment, public transport is recommended. We are located within walking distance from the Glendalough Train Station (1209 metres) and Transperth Bus 407 passes our front door. The Transperth website can help you plan your journey: www.transperth.wa.gov.au

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, complimentary tea and coffee, male and female amenities.

Parking: Metered short-term street parking surrounds the building, and there are all day metered, off-street parking areas in both Hasler Road and Parkland Street.

Disabled access and parking: In the case of temporary special needs or disability support and parking – please contact our administration staff courses@schrole.edu.au or phone 08 9230 7000.

Our Facilitators

Our facilitators are highly qualified and experienced, holding all qualifications to train and assess in the VET sector. Facilitators will be available to assist you throughout your course to ensure you have the best opportunity to successfully reach your study goals.

Competency Based Training

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.

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 & Assessment methods

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 call 08 9230 7000 to speak to one of our experienced facilitators. Our policy on recognition of prior learning can be found on our website.

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 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 <u>60 days</u> of the date of the last day of class or by written negotiation with your trainer) via ESkilled, Schrole DEVELOP's Learning Management System. All students will be emailed their log in details before the course commences and on once logged in, you will be taken through a demonstration. 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 re-enrol (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 always satisfied. 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 the 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. If a learner needs a replacement printed Statement of Attainment or qualification after they have completed training, there is an administration cost to reprint. 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)
➢ 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:

- ➤ 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 student's 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

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 a Complaint and Appeal Form addressed to the Chief Operating Officer. These forms are available on request or from our website. The Schrole DEVELOP Chief Operating Officer will investigate, assess the situation, and take appropriate

action. If the complaint is related to training, the Chief Operating Officer 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 compliant.

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

First aid supplies 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 Work Health Safety Act 2020 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 2021 (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
- 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 invite you to join our Facebook page and follow us on LinkedIn.

We 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 relevant authorities.

Issuance of Certificate, Record of Results and Statement 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 Certificate
- A Record of Results
- 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.

Certification - Eligible learners and timeframes

Schrole DEVELOP will only issue AQF certification documentation to a learner who 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 08 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:

- [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.