



Student handbook

Entura clean energy and water institute (ECEWI)

24 July 2024

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1. Entura clean energy and water institute (ECEWI)

Entura is the international consulting arm of Hydro Tasmania. Since 1914, Hydro Tasmania has forged a reputation as a leader in renewable energy and water management. Through the Entura clean energy and water institute we deliver customised training across our full range of expertise and services including renewable energy, power engineering, hydro power, water management, water infrastructure and environmental management and planning. We transfer our knowledge and build organisational capabilities to support the achievement of significant and sustainable renewable energy projects.

As a Registered Training Organisation (RTO) with the Australian Skills Quality Authority (ASQA) we also offer a number of nationally-recognised qualifications. As an RTO we primarily work under a business-to-business model, assisting organisations to achieve their employee training and development objectives. Under this model, employers nominate staff with the appropriate level of skill and knowledge to undertake the required training.

We work with a broad range of technical, scientific and consulting specialists to ensure the best possible outcomes are achieved within the timeframes required.

Our strength comes from an ability to deploy the best combination of expertise to meet the needs of clients and projects in any location. We have successfully helped in the planning, design, construction, operation and maintenance of energy and water projects in over 20 countries.

With over 350 technical, scientific and consulting specialists, we support corporate, government and semi-government clients across a range of geographic regions. Our experts work with utilities, developers and international companies to help them achieve their business goals using clever engineering and scientific solutions. As part of this function, Entura is developing an RTO to enhance our capabilities and to value add for our clients.

We can tailor a solution for your project in any of the following areas:

- renewable energy
- power engineering
- hydro power
- water management
- water infrastructure
- environmental management and planning.

2. Purpose and scope of the student handbook

This handbook is designed to provide essential pre-enrolment and course information for all students enrolled with ECEWI.

The handbook sets out the policies and procedures surrounding the training and assessment activities delivered by ECEWI. You will be required at the time of enrolment to confirm that you have read and understood the contents of this handbook.

3. General contact information

3.1 ECEWI

Email:	Institute.mailbox@hydro.com.au
Location:	4 Elizabeth Street, Hobart Tas 7000
Postal address:	GPO Box 355 Hobart Tas 7001
Website:	http://www.entura.com.au

4. Our commitment to you

We guarantee to advise prospective and enrolled students and employers of any changes to the services provided as soon as practicable, including any changes in ownership or third-party providers. We guarantee that if, for whatever reason, we are unable to complete the agreed training for a student, we will make every effort to make alternative arrangements for the training to be delivered by another RTO.

ECEWI is responsible for the quality of the training and assessment activities to be provided in accordance with the Standards for Registered Training Organisations Amendment (VET Workforce Support) Instrument 2024, and for the issuing of any Australian Qualifications Framework (AQF) certification documentation. More information about the Standards may be found at www.asqa.gov.au.

5. Helpful definitions, abbreviations and acronyms

The vocational education and training (VET) industry within Australia is complex and can be difficult to navigate. Please refer to **Appendix A** for a list of definitions and information that is provided to assist you in understanding the structure, governance and terminology used within the industry.

6. Training with us

6.1 Enrolment and support services

Admission into nationally recognised or accredited courses is dependent on meeting all prerequisites of the course. You will be required to complete an enrolment form for the units of competency that your employer has nominated you to complete.

Enrolment forms should be completed prior to the commencement of training and must include a unique student identifier (USI). Enrolments that do not include a valid USI will not be accepted. Further information about the USI is below.

Once enrolment forms are processed, some changes to the delivery of training, support materials and assessment materials may be required (for example if any student indicates that they have a disability that was not previously advised) and if this is the case, your trainer will discuss these changes and any perceived impacts with you.

6.2 Unique Student Identifier

From 1 January 2015, ECEWI 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 valid USI. In addition, we are required to include your USI in the data we are required to submit to the National Centre for Vocational Education Research (NCVER).

A USI is a reference number and creates a secure online record of your nationally recognised training.

Because the USI is linked to NCVER data collection, any nationally recognised training and qualifications you have gained anywhere in Australia with any RTO are captured in one place. You are able to access your training record by logging on to the USI portal.

For more information and to obtain a USI visit <http://www.usi.gov.au>. Please note that when applying for a USI if you would like to specify your gender as “other” you will need to contact the USI Office for assistance.

6.3 Assessment and results

All participants will be assessed according to the requirements of the relevant nationally recognised training package or accredited course. Where possible, assessment practices will allow for flexible arrangements suitable for individual needs. Methods of assessment may include:

- observation or role play
- question and answer or discussion
- work samples
- testimonial or third-party report
- Presentation
- Assignment or project
- Work or training records– Workplace Competency Assessment books
- Specific unit requirements
- Certificate.

Assessment criteria will describe what you are expected to do in order to demonstrate competency, and actual assessment methods may include:

- direct observation
- structure activities e.g. simulations, roles, group work, case studies, reports, projects, field work, practical tasks
- assessments and tests

- portfolios of work samples, journal, logbooks – Workplace Competency Assessment books
- informal methods including classroom discussion and diagnostic tests
- other validated methodologies.

Assessment of both the knowledge and skills (performance) components of a unit can be carried out at an ECEWI training venue or other suitable location. For the award of a Statement of Attainment, evidence of on-the-job application of the skills associated with the unit of competency is required. This evidence can be collected by a suitably qualified workplace supervisor or workplace assessor.

For all units of competency, students will receive a result of “C” (Competency) or “NC” (Not Competent). Where a student does not achieve competency at the first attempt the assessor will identify those parts of the assessment that need to be repeated and provide feedback to the student.

As a general rule, students are entitled to two attempts to successfully complete each assessment task within any unit enrolment period. If additional attempts are required a reassessment plan will be developed.

6.3.1 Complaints

Students may raise any matters of concern relating to training delivery including the quality of the teaching or amenities, perceived discrimination or sexual harassment or any other issues. We encourage all parties to approach complaints with an open mind and to attempt to resolve problems through discussion and conciliation. Where a complaint or appeal cannot be resolved through discussion and conciliation, an external mediator will be appointed.

The student can informally discuss the complaint with the Trainer. At this stage a decision will need to be made by the student whether to use the Complaints and Appeals form to submit a formal complaint. The process should follow the Complaints Flowchart, which together with the Complaints and Appeals form, is available on our website <http://www.entura.com.au/training/accreditation/rto-student-resources/> or by contacting us directly.

We undertake to deal with a student’s complaint in a constructive and timely manner and to ensure that:

- Each complaint and its outcome is recorded in writing using the Entura Complaints and Appeals form.
- Initial mediation will be carried out by the Trainer as per the Entura complaints flowchart. At any time during this process, the student may escalate the complaint to the next level.
- The final stage of the complaint is to be heard by an independent person or panel. The student has an opportunity to formally present their case, and a written response of the complaint outcomes, including reasons for the decision will be provided to them.

We will act upon the subject of any complaint found to be substantiated. All complaints will be managed fairly, equitably, and as efficiently as possible.

If the complaint takes more than 60 days to resolve, the complainant is to be notified and regularly updated.

6.3.2 Appeals

Students may also raise any matters of concern relating to assessment outcomes. We encourage all parties to approach appeals with an open mind and to attempt to resolve problems through discussion and conciliation.

A student can informally discuss the appeal with the Lead Trainer. At this stage a decision will need to be made to use the Complaints and Appeals form to submit a formal appeal against the assessment outcome, which must be done within seven days of the assessment notification. The process should follow the Appeals Flowchart which, together with the Complaints and Appeals form, is available on our website (<http://www.entura.com.au/training/accreditation/rto-student-resources/>) or by contacting us directly.

We undertake to deal with a student's appeal in a constructive and timely manner and to ensure that:

- Each appeal and its outcome is recorded in writing using the Entura Complaints and Appeals form.
- Initial mediation will be carried by the Trainer as per the Entura Appeals Flowchart. At any time during this process, the student may escalate the appeal to next level.
- The final stage of the appeal is to be heard by the Business Manager. The student has an opportunity to formally present their case and a written response of the appeal outcomes, including reasons for the decision, will be provided to them.

6.4 Cheating and plagiarism

Plagiarism is defined as passing off another person's work as your own. Plagiarism and cheating during off-the-job training is prevented by appropriate supervision of assessments. Where assessments are completed off-site or where an ECEWI representative is not present, assessments are to be monitored by appropriate supervisors who are required to sign a declaration stating that the ECEWI Assessment Rules have been applied.

For student assignments, a participant declaration and supervisor declaration form is required to be completed and submitted with the assignment.

Where it is believed that plagiarism or cheating has occurred, an oral interview may be used to confirm this and/or the student may be required to sit a supplementary test.

6.5 Extensions for assessments and assignments

It is expected that Trainers will provide a due date for each assessment task. Extensions may be granted upon application and at the discretion of the Trainer taking into account the individual circumstances of the student.

Students who are unwell or are not able to attend an assessment for other valid reasons can make application for special consideration by emailing the Trainer or the Institute or the employer.

6.6 Repeating a course

If you are deemed NC after the two entitled attempts on assessments, you will need to repeat the course in order to advance through your program. Additional fees may be applicable for any repeated subjects.

6.7 Reasonable adjustment of assessments

Reasonable adjustment describes the actions or changes which will enable a student to participate on the same basis as other students. 'Reasonable adjustments' may be made to accommodate different contexts provided that:

- The outcomes of the unit and the integrity of the qualifications and statements of attainment are not compromised.
- Where a student's needs require such adjustment, the assessor must make a judgement in accordance with the principles and rules of assessment.
- Reasonable adjustment may take the form of particular equipment or software, or changes to a physical environment.
- The use of interpreters would not be reasonable, as English Language is essential.
- All adjustments are recorded to guide any further assessment and for validation and moderation purposes.

6.8 Assessment records and certification

In the case of completion or partial completion of an accredited or nationally recognised training program, a Statement of Attainment will be issued. Should you wish to access your training or assessment records, please contact ECEWI directly. Upon receipt of a request, replacement assessment records will be provided as soon as possible (within 14 working days).

6.9 Feedback

On completion of your training you will be asked to complete a Feedback form which is designed to obtain feedback to help us improve our services. This is your opportunity to give constructive suggestions about the training. In addition, as an RTO we are required to distribute ASQA surveys annually to past and current students, and you may be contacted by Skills Tasmania to complete a survey for them.

We ask that you spend a few moments to complete and return the surveys you are invited to complete because this provides valuable insights to the Vocational and Education Training (VET) sector and provides a platform to continually improve training and assessment activities.

6.10 Access and equity

ECEWI will endeavour to meet your individual needs through the integration of access and equity principles. This will be achieved through:

- Promoting the right to equality of opportunity without discrimination in our VET delivery environment
- Ensuring the identification and fair allocation of resources
- Recognising individual needs in the decisions we make which affect our customers' lives.

6.11 Learning support

Employers are responsible for ensuring that all nominated students have the required skills and knowledge to undertake the training required, however if you feel that you need learning support for language, literacy, numeracy (LLN) or other special needs, please approach us prior to the commencement of training. Where advanced notice is given, adjustments may be made to the delivery and assessment of subject matter to provide discrete and allowable assistance.

Any assistance provided must not provide an unfair advantage but is appropriate where course outcomes can be achieved using alternate delivery techniques, such as oral assessment or additional practice time. Additional tuition may also be appropriate in some instances and every effort will be made to facilitate these needs should they arise.

Our full LLN policy is available for download from our website (<http://www.entura.com.au/training/accreditation/rto-student-resources/>) or by contacting us directly.

6.12 Disability Supplement

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.

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.

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.

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.

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.

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.

Intellectual

In general, this 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.

Mental illness

This 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.

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.

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.

6.13 Privacy

ECEWI is committed to protecting the privacy of your personal information.

As part of this commitment, Entura adheres to the National Privacy Principles contained in the Privacy Act 1988 (Cwlth) that form the basis of Entura's Privacy Policy.

ECEWI's primary purpose is to provide training and assessment services to meet your needs and those of your employer. We collect your personal particulars that are necessary to confirm your identity and manage your training records related to the services provided. We securely store and protect these details against misuse, loss or unauthorised access, modification or disclosure. We only use or disclose information about your personal training records as you would reasonably expect or if you have provided us with consent. If you have any concerns, questions, or would like to update your personal

information, know what information we hold about you, or make a request for personal information please contact us.

7. Code of behaviour

7.1 Misconduct

Entura's values guide our behaviour, how we interact and how we make decisions:

- We put people's health and safety first
- We build value for our partners and customers through innovation and outstanding service
- We behave with honesty and integrity
- We work together, respect each other and value our diversity
- We are accountable for our actions
- We are committed to creating a sustainable future.

The code of behaviour is designed to ensure that a harmonious learning environment is available to everyone, and we will take steps to manage any disruptive participants, in consultation with their employer.

A provision exists for an employer to immediately suspend and seek approval to cancel the training contract where the student engages in serious misconduct, which is defined in the *Vocational Education, Training and Employment Act 2000* and includes:

- theft
- assault
- fraud.

Assessment processes are taken seriously at ECEWI and academic misconduct is considered a serious breach of Entura's values. Participants who are found to have breached normal assessment processes may risk course exclusion. This may additionally impact their employment agreement.

If theft, assault or fraud occurs outside of work hours, it would be considered serious misconduct if it has a significant negative effect on:

- The student's ability to perform their duties; or
- The employment relationship (not the interpersonal relationship) in general; or
- The employer's business reputation.

Serious misconduct at work is classed as:

- Being under the influence of alcohol or drugs; or
- Causing an imminent risk of serious bodily injury or work-caused illness or a dangerous event occurring; or

- Behaving in a manner that is inconsistent with the continuation of a registered training contract.

All students are expected to conduct themselves in accordance with ECEWI's code of behaviour at all times.

7.2 Dress standards

Participants are expected to dress appropriately for the nature of their training and in accordance with their normal employer standards. When the training environment is of an industrial nature it is subject to the Workplace Health and Safety Act and appropriate Personal Protective Equipment (PPE) and clothing will be required.

7.3 Workplace health and safety

The Workplace Health and Safety Act places obligations on you, ECEWI and any third party supplier to ensure a safe learning environment and to follow instructions relating to workplace health and safety.

If you are feeling unwell just prior to, or on the day of training, you must notify ECEWI and/or your employer as soon as possible.

Any incidents or accidents occurring on Entura premises or under the control of an Entura representative must be reported immediately.

Evacuation processes are posted on notice boards in all Entura premises. On day 1 of the training program, the training group will be instructed on the building facility general housekeeping. You should familiarise yourself with the appropriate exit points, fire extinguisher locations and meeting points. If a student has a disability that may cause difficulty during an evacuation, they must inform their trainer immediately.

7.4 Sexual harassment

Sexual harassment is unwanted and unwelcomed sexual attention. For example, when someone:

- Makes comments about another's sex life
- Stares or leers at someone else
- Persists in asking someone out after being refused
- Tells dirty jokes or displays offensive objects or literature in others' presence
- Makes offensive phone calls
- Touches or brushes against someone else, on purpose or against their will
- Tries to force someone into sexual activities.

Sexual Harassment and Anti-Discrimination Officers are available through Entura to provide confidential support or advice for any student experiencing this sort of harassment. If you believe you have or are experiencing sexual harassment at any time during your training, please contact your trainer or ECEWI representative immediately.

7.5 Attendance

Students are required to attend all scheduled classes. Classes help you meet the educational objectives of the course by providing information regarding the application of concepts and theories. Classes may also include practical exercises and case studies.

Absence from class effectively limits your ability to achieve a result of competency. Employers will be informed of any non-attendance and the impacts of this which may include the need for you to re-enrol in a subsequent course of study which will require payment of additional fees.

If you are unable to attend any class, please inform your trainer as soon as practicable so that, where possible, alternative arrangements can be made.

7.6 Smoking, drugs and alcohol

Entura is committed to providing a safe workplace.

Smoking is prohibited in all buildings under the control of Entura. The misuse of alcohol and medications, and the use of drugs can have serious consequences in the workplace. ECEWI has an obligation under the Workplace Health and Safety Act 1995 to provide a safe workplace. We shall, therefore, take action when the health or safety of people in our workplace is affected by substance misuse. The consumption of alcohol or the use or possession of illegal drugs is prohibited within any Entura training facility or site.

Entura's Drug and Alcohol Policy applies to everyone working at or attending a recognised Entura workplace, including all ECEWI sites. All personnel at an Entura workplace may be subject to random drug and alcohol testing and testing on suspicion.

Any incidents where students are suspected of being under the influence of drugs or alcohol, possession or procurement, sale or use of drugs on Entura premises will result in exclusion from training activities and will be reported to your employer and, where appropriate, the police.



Appendices

A Helpful definitions, abbreviations and acronyms

Term	Definition
ANP: Apprenticeship Network Providers	Assists job hunters develop career ideas and check their eligibility, help employers start an apprentice or trainee then manage incentives and administration, and assist with Australian Apprentice post-recruitment support. This is a free service.
AQF: Australian qualifications framework	The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.
ASQA: Australian Skills Quality Authority	ASQA is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and Registered Training Organisations (RTOs) to ensure national quality standards are met and maintained.
Assessment	The process of collecting evidence and making judgements on whether a student has achieved the essential knowledge and associated skills to achieve an award of competency for a unit of study undertaken.
Competency	The ability to perform tasks and duties to the standard expected in employment. It involves the ability to transfer and apply skills and knowledge to new situations and environments. If you successfully complete a unit you will achieve a result of "competent" for that unit.
Course overview	An outline of the learning to be undertaken and the outcomes to be achieved. The course outline includes identification of any prerequisite units, the topics to be covered, the training and assessment methods to be used, and any relationship with National Competencies, licensing arrangements, etc. It also outlines the level of recognition that the learning provides e.g. Statement of Attainment or Qualification.
Credit transfer	The Australian Qualifications Framework (AQF) facilitates the progression of students through qualifications by giving credit for learning outcomes they have already achieved. Credit given may reduce the time required for a student to achieve the qualification. Credit transfer is one of a number of processes for establishing credit and involves the granting of credit by a Registered Training Organisation (RTO) to students for units of competency required but already completed with another RTO. If you successfully apply for credit you will achieve an award of "credit transfer" for the applicable unit of competency.
Essential knowledge and associated skills	The essential knowledge and associated skills that must be achieved to successfully complete any unit of competency are outlined in the unit description available at training.gov.au . They provide guidance to Registered Training Organisations (RTOs) when developing training and assessment strategies, learning resources and in delivering training and assessment activities.
Evidence	To inform a judgement about whether a student has achieved competency, a Registered Training Organisation (RTO) must gather a range of evidence of the student's competence. The evidence is assessed to determine whether an individual can perform to the standard expected in the workplace, as expressed in the relevant unit of competency.
Principles of assessment	As provided by the Australian Skills Quality Authority (ASQA), the principles of assessment ensure that quality outcomes for students are achieved. Assessments should be fair, flexible, valid and reliable.

Term	Definition
	<p>Fair: Fairness requires consideration of the individual students' needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the student to ensure that the student is fully informed about, understands, and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary. Flexible: To be flexible, assessment should reflect the students' needs, provide for recognition of competencies no matter how, where or when they have been acquired, draw on a range of methods appropriate to the context and competency of the candidate, and support continuous competency development. Valid: In general terms, validity is concerned with the extent to which an assessment decision about a student (e.g. competent/not yet competent), based on the evidence of performance by the student, is justified. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group. Reliable: In general terms, reliability is an estimate of how accurate or precise the assessment task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.</p>
Qualification	A formal certification that is issued by a Registered Training Organisation (RTO) in recognition that a person has achieved the required learning outcomes or competencies outlined within the qualification description found at www.training.gov.au
Quality assurance	The systems and procedures designed and implemented by an organisation to ensure that its products and services are of a consistent standard and are being continuously improved.
Reference material	Information provided to the student relevant to the course of study being undertaken that may include reference materials (extracts of legislation, advisory standards, etc.), case studies, and simulations/exercises that may form the basis of assessment. Also referred to as a Workbook.
Module	A module is a unit or cluster of units of competency that relate to a specific field of expertise. To receive a Statement of Attainment for the unit/s of competency within a module, you need to show that you can implement the relevant skills of the unit in the workplace by providing workplace evidence as part of the assessment for the unit/s. This is usually achieved by your supervisor completing a Workplace Competency Assessment book.
NCVER: National Centre for Vocational Education Research	<p>NCVER is the national professional body responsible for collecting, managing, analysing and communicating research and statistics on the Australian vocational education and training (VET) sector.</p> <p>All RTOs are required to submit data in relation to enrolled students on a quarterly basis.</p>
Requirements	<p>Requirements are necessary conditions, equipment, procedures and outcomes that must conform to specific rules or regulations. Requirements may include:</p> <ul style="list-style-type: none"> • Codes of practice • Job specifications • Standards • Procedures and work instructions • Quality assurance systems • Manufacturer specifications • Design specifications

Term	Definition
	<ul style="list-style-type: none"> • Customer/client requirements and specifications • Specified underpinning knowledge (specified in units' Evidence Guides) • National and State guidelines, policies and imperatives relating to the environment.
RPL: Recognition of prior learning	The Australian Qualifications Framework (AQF) facilitates the progression of learners through qualifications by giving credit for learning outcomes they have already achieved. Credit given may reduce the time required for a learner to achieve the qualification. RPL is one of a number of processes for establishing credit and involves assessing an individual's relevant prior learning (including formal, informal and non-formal learning) and determining to what extent that prior learning contributes to achieving competency in a VET unit. If you successfully apply for RPL for a unit of competency you will achieve an award of "RPL" for that unit.
RTO: Registered Training Organisation	An RTO is a training organisation registered by the Australian Skills Quality Authority (ASQA). To achieve and then maintain registration, an RTO must adhere to the <u>Standards for Registered Training Organisations Amendment (VET Workforce Support) Instrument 2024</u> which outlines the minimum requirements to deliver training and assessment activities. Only RTOs can issue nationally recognised qualifications and deliver accredited training and assessment activities in Australia.
Rules of evidence	When undertaking assessment of the evidence provided by a student, the assessor must follow a set of rules to ensure that the evidence provided is valid, sufficient, authentic and current as follows: Validity: The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. Sufficiency: The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a student's competency. Authenticity: The assessor is assured that the evidence presented for assessment is the student's own work. Currency: The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.
Skill sets	Skill sets are made up of one or more units of competency, which link to an industry need or regulatory requirement, such as a licence. When you complete a skill set course, you receive a statement of attainment. In some cases, this may count towards a higher qualification with further study.
Skills Fund	In Tasmania, the Skills Fund Program subsidises the cost of training across a range of qualifications, focusing on priority industries and employment outcomes. The subsidies are designed to be a contribution to the cost of providing these services and employers are usually required to make a financial contribution as well.
Skills Tasmania	Skills Tasmania is Tasmania's State Training Authority, developing strategies and providing support, advice, opportunities and funding to deliver quality training. Skills Tasmania manages a number of grant programs including Skills Fund and User Choice which provide subsidies to employers through an RTO for vocational education and training (VET) activities.
Standards for Registered Training Organisations (RTOs) 2015	In 2014, the Council of Australian Governments (COAG) Industry and Skills Council agreed to new regulatory standards for training providers and regulators—the <u>Standards for Registered Training Organisations Amendment (VET Workforce Support) Instrument 2024</u> . The Australian Skills Quality Authority (ASQA) uses the Standards to ensure nationally

Term	Definition
	consistent, high-quality training and assessment across Australia's vocational education and training (VET) system. RTOs must adhere to the Standards which identify how training and assessment activities are planned, delivered and administered.
Statement of Attainment	Statements of attainment are documents that show the units of competency that a student completes as part of a nationally recognised course.
Support services	<p>A support service is any additional assistance that may be required by a student to maximise the chance of successfully completing their training. Support services may include language, literacy and numeracy (LLN) programs or referrals to these programs, flexible scheduling and delivery of training and assessment, or counselling services.</p> <p>You are required to liaise with your employer, prior to enrolment, if any support services are required. Your employer is responsible for helping you to identify the need for support services and to provide these services. In addition, your employer is required to inform us in relation to any required support services prior to nominating you for a course of study so that we can ensure all your requirements are taken into consideration when developing your training plan.</p>
TAS: Training and assessment strategy	A training and assessment strategy guides and structures the delivery and assessment arrangements of a unit of competency, skill set or qualification.
Third party	A third party is any person or organisation that provides services on behalf of an RTO. Entura has a third party arrangement with Water Industry Training Consultants (WITC) who deliver the training and assessment activities on our behalf for some units of competency and the Certificate III in Water Industry Treatment qualification.
Unit of competency	<p>A unit of competency is also known as a 'Competency Standard' or 'VET unit'. It is a particular knowledge and skill that results in (and complies with) the standard of performance expected within a particular industry. Sometimes trainers and training organisations refer to them simply as units, competencies, and/or competency specifications.</p> <p>In training, a unit of competency is the smallest unit that can be assessed and recognised. There are two types of units of competency – Core Units and Elective Units. Core Units are mandatory units of study that must be completed within the qualification you want to achieve. Elective Units are units that are chosen from a long list of units provided by the training package designers to make up the total package.</p>
User choice	In Tasmania, the Apprentice and Trainee Training Fund (User Choice) Program is an annual Skills Tasmania grants program that provides training subsidies to endorsed RTOs to help cover the cost of providing quality training and assessment services for nationally recognised qualifications to Tasmanian apprentices and trainees. The subsidies are designed to be a contribution to the cost of providing these services and employers are usually required to make a financial contribution as well.
USI: Unique Student Identifier	From 1 January 2015, a Registered Training Organisation (RTO) can be prevented from issuing you with a nationally recognised vocational education and training (VET) qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, an RTO is required to include your USI in the data they must submit to the National Centre for Vocational Education Research (NCVER). If you have not yet obtained a USI you can apply for it directly at http://www.usi.gov.au/create-your-USI/ . Please note that if you would like to specify your gender as "other" you will need to contact the USI Office for assistance.

Term	Definition
VET: Vocational education and training	Vocational education and training (VET) enable students to gain qualifications for all types of employment, and specific skills to help them in the workplace. The providers of VET include technical and further education (TAFE) institutes, adult and community education providers and agricultural colleges, as well as private providers, community organisations, industry skill centres, and commercial and enterprise training providers. In addition, some universities and schools provide VET. VET is provided through a network of eight state and territory governments and the Australian Government, along with industry, public and private training providers, collectively known as Registered Training Organisations (RTOs). These organisations work together to provide nationally consistent training across Australia.
VET unit	Also known as a unit of competency – see above definition.
VETtrak	The student information management system used by ECEWI.
Workbook	Also referred to as Reference Material – see above definition.
Workplace Competency Assessment Book	In order to obtain a Statement of Attainment for a unit of competency, a student needs to demonstrate their ability to implement the relevant skills of the unit in the workplace, by providing workplace evidence. This is usually in the form of a Workplace Competency Assessment book, completed and signed by a supervisor, that confirms certain activities have been undertaken correctly in the workplace.

*We own.
We operate.
We consult.*

The logo for entura, featuring a stylized orange icon of three interconnected circles to the left of the word "entura" in a white, lowercase, sans-serif font.

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