## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>Booth College</td>
<td>3</td>
</tr>
<tr>
<td>COMMITMENTS</td>
<td>4</td>
</tr>
<tr>
<td>Our commitment to you</td>
<td>4</td>
</tr>
<tr>
<td>Your commitment to us</td>
<td>4</td>
</tr>
<tr>
<td>TRAINING AND ASSESSMENT</td>
<td>5</td>
</tr>
<tr>
<td>Accredited Training</td>
<td>5</td>
</tr>
<tr>
<td>Enrolment and Induction</td>
<td>6</td>
</tr>
<tr>
<td>Training and Learning Agreement</td>
<td>6</td>
</tr>
<tr>
<td>Recognition of Prior Learning (RPL)</td>
<td>7</td>
</tr>
<tr>
<td>Gaining competence</td>
<td>8</td>
</tr>
<tr>
<td>Monitoring Your Progress</td>
<td>8</td>
</tr>
<tr>
<td>Language, Literacy and Numeracy (LLN) assistance</td>
<td>8</td>
</tr>
<tr>
<td>Contributing To Quality Improvement</td>
<td>9</td>
</tr>
<tr>
<td>ASSESSING COMPETENCE</td>
<td>10</td>
</tr>
<tr>
<td>Exit points and qualifications issued</td>
<td>10</td>
</tr>
<tr>
<td>Assessment Decision Appeals</td>
<td>11</td>
</tr>
<tr>
<td>Assessment Appeal Flow Chart</td>
<td>12</td>
</tr>
<tr>
<td>GENERAL INFORMATION</td>
<td>13</td>
</tr>
<tr>
<td>Privacy and Confidentiality</td>
<td>13</td>
</tr>
<tr>
<td>Access and Equity</td>
<td>13</td>
</tr>
<tr>
<td>Work Health and Safety</td>
<td>13</td>
</tr>
<tr>
<td>Critical Incident</td>
<td>14</td>
</tr>
<tr>
<td>Smoking, Drugs and Alcohol</td>
<td>14</td>
</tr>
<tr>
<td>Course Fees and Refund Policy</td>
<td>14</td>
</tr>
<tr>
<td>Withdrawal Process</td>
<td>15</td>
</tr>
<tr>
<td>Complaints and Grievance Procedures</td>
<td>15</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>16</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>16</td>
</tr>
</tbody>
</table>
Booth College

The Salvation Army’s Booth College is a Registered Training Organisation (RTO No. 0328), registered by the government via the Australian Skills Quality Authority (ASQA) to deliver selected nationally accredited vocational courses and issue qualifications for those courses. The college is located at Bexley North, a Sydney suburb.

Booth College is responsible for the quality of the accredited training delivered at all its delivery sites in New South Wales, Queensland and the ACT. All Booth College centres must comply with the standards and requirements of the VET quality framework.

The Principal of Booth College is Major Peter Farthing and Vice Principal is Major Kerrie Farthing. The person who oversees all RTO matters is the RTO Manager, Kylie Casey.

Major Peter Farthing  
peter.farthing@aue.salvationarmy.org
Major Kerrie Farthing  
kerrie.farthing@aue.salvationarmy.org
Kylie Casey  
kylie.casey@aue.salvationarmy.org
Booth College Website  
http://boothcollege.edu.au/

Our mission is to promote and provide accredited vocational training that will assist you to reach your highest potential and achieve your qualification goals.

Contact Us

Location: 120 Kingsland Road, Bexley North NSW 2207
Postal: PO Box 4063, Bexley North NSW 2207
Phone: (02) 9502 5008
FAX: (02) 9554 3298
Email: vtoenquiries@aue.salvationarmy.org
COMMITMENTS

Our commitment to you

In our training services we:

• are committed to equal opportunity and access for all who meet the course entry criteria;
• uphold Christian ethics in the treatment of each student and in our administration, marketing and promotion;
• are concerned about the student’s personal overall development in all areas of life, as well as in the gaining of skills and knowledge;
• use staff who have both the required workplace trainer/assessor qualifications and the vocational experience and qualifications;
• provide a learning environment which is safe and conducive for learning;
• seek to provide industry best practice and workplace relevance by maintaining a network with others in each industry of the courses offered;
• endeavour to constantly improve the quality and relevance of our training and assessing by gaining feedback from students and other stakeholders, and by regularly reflecting on and evaluating all aspects of our operations.

Your commitment to us

While attending training with us we ask that you:

• wear clothing appropriate for the training environment which conforms to Work Health and Safety (WHS) requirements;
• adhere to all WHS procedures and report any unsafe conditions, accidents or near misses, immediately to your trainer or School Director;
• consider other people’s rights and treat fellow students and staff with dignity and respect;
• refrain from any unacceptable behaviour such as discrimination, bullying, sexual or cultural harassment, or anything which offends or intimidates other students;
• maintain your honesty in regard to the personal property of others;
• respect and use with care, the equipment provided for your training.
As a student we expect you to:

- be actively involved in the training and your learning;
- monitor your own progress and ask for help when needed;
- keep in mind the learning support available for you;
- attend the required training sessions
- complete assessment tasks by due dates and within a timely manner unless extenuating circumstances prevents you from doing so (please contact your centre for extensions requests);
- submit only your own work as evidence for assessment tasks so the assessor can accurately determine your competence and provide support as necessary.

**TRAINING AND ASSESSMENT**

**Accredited Training**

Booth College has several nationally accredited courses on its scope of delivery. If the course you select is not nationally accredited we will inform you before you enrol. All nationally recognised training is competency based in which the course content is based on the units of competence stipulated for the qualification you are studying as outlined in the industry’s national Training Package. If the relevant Training Package is scheduled to be superseded we will discuss the implications with you and ways we can facilitate your transition to the new qualification.

The units of competence describe:

- what each student needs to know,
- what each student needs to be able to demonstrate,
- the desired attitude of the student or manner in which the work/tasks are done,
- how each student should be assessed to determine their competence.

By demonstrating all aspects in the assessments, students will satisfy the requirements of competence and be eligible to receive the qualification.
Enrolment and Induction

Before commencing any government subsidised training, students need to complete an enrolment form, and complete the Consent form for the RTO to carry out the “Notification of Enrolment” process. The RTO can then ensure that the student meets the eligibility criteria, and can send the student an accurate quotation for the cost of their training.

Students should have completed an enrolment form and participated in an induction/orientation session during which the following information will be explained. Some of this information is also outlined in this Handbook.

- WHS information about the training centre,
- Information about the course – its content, how it will be delivered and assessed,
- The vocational outcomes of the course and the qualification(s) to be gained,
- Information about Recognition of Prior Learning (RPL),
- The services and training support offered to students,
- Student rights,
- Expectations of students,
- Complaints or appeals procedures,
- Critical incident procedures,
- How and when your Certificate or Statement of Attainment will be issued.

Training and Learning Agreement (Training Plan)

During the Induction Session students will be issued a Training and Learning Agreement form which lists the course units, learning activities, assessment methods and procedures, additional support available, and our privacy policy. If in agreement with the information students and trainers are asked to sign the form. Before signing the form, students have an opportunity to identify any concerns they have about their learning, any learning difficulties they have and / or any concerns about participating in the training.
Recognition of Prior Learning (RPL) & Credit Transfers

We recognise that students may already be competent in a particular skill or set of skills or units taught in the course. Through RPL, students may apply for the recognition of their knowledge and skills associated with related units, whether gained through formal training, work experience, and/or life experience. Units gained through this process count towards your qualification.

If you are considering RPL you should speak to your course coordinator so you can submit your application before the commencement of the course. For many centres the RPL application date is two weeks before the course but this varies. Students will be provided with an RPL Kit which provides detailed information about the process and requirements.

To receive RPL:

- discuss your desire to use the RPL process with the trainer or course contact person when making enquiries about the course,
- request and use the relevant application form and RPL Kit for the course,
- discuss with the trainer/assessor units for which you could apply for RPL and what evidence you would need or may have,
- receive guidance on how to prepare your RPL evidence and document experiences and past learning in the RPL Kit,
- present your information to the assessor and prepare for an interview with the assessor to determine the validity of your evidence and claim.

The evidence you provide is mapped and compared to the requirements of the course units of competence in the relevant Training Package. If it satisfies the requirements and demonstrates current use (that is, skills and knowledge are still used or have been recently used), students will be granted RPL for the associated units.

Students are not required to repeat any unit in which they have already been assessed as competent, unless a regulatory or licence condition requires this. Credit for prior studies will be provided. Students will need to supply the relevant transcripts. Equivalence of the study completed will be investigated before granting credit.
Gaining competence

Gaining competence in any new field of learning or skill always requires commitment and effort. Assistance will be provided, however students are expected to:

- attend the required training sessions
- contribute positively to the learning environment and learning process to benefit themselves and other students,
- study any reading material issued in conjunction with the training to gain the required knowledge,
- practise newly learnt skills,
- complete the required assessment tasks.

Monitoring Your Progress

Our training is learner-centred and student progress is monitored continually. Support is offered to those experiencing difficulty with the course content, delivery or assessment tasks. Please contact the trainer/assessor or course coordinator at the centre if you experience any difficulties with any part of the training.

Language, Literacy and Numeracy (LLN) assistance

Should you have difficulty with literacy or numeracy your centre has access to personnel able to support and assist you. If you are concerned about this aspect of your training you should indicate this on the enrolment form, and on the Training and Learning Agreement form, as well as requesting assistance from the trainer.

Students from non-English speaking backgrounds, who can understand spoken English but have some difficulty reading or writing English, can request suitable adjustments in written tasks provided the requirements of the workplace and course level are met. Students are requested to discuss this with the trainer.
Contributing To Quality Improvement

Maintaining the relevance and quality of training, assessments and all linked systems requires a cooperative effort from management, employees, and students. We therefore ask students to provide feedback at the conclusion of their course using evaluation forms provided. Students are also encouraged to make any suggestions for course improvement at any time during the course to the trainer, assessor or course coordinator.
ASSESSING COMPETENCE

Students will be given assessment tasks reflecting actual workplace requirements that enable the assessor to gather sufficient evidence to determine the student’s level of competence. General information is given about assessments on the Training and Learning Agreement but in addition, the trainer/assessor will give more detailed information at the commencement of each unit or cluster of units, about each task before you attempt it, (e.g. what to expect, evidence the assessor will be looking for, and the marking criteria being used).

The evidence presented in the tasks, and the consistent performance demonstrated over time, is measured against the set criteria of the competency standards. The accredited assessor then makes a final decision of either:

- **Competent [C]** – all aspects of skills, knowledge and attitude for the course level are met,
- **Not Yet Competent [NYC]** – some aspects did not meet the required standard and require further coaching or practice opportunities to assist students to meet the required standard.

Usually when **NYC** is given students are re-assessed for those weak aspects only and are not required to complete all skills or knowledge for the unit again. However, students may be asked to complete the whole assessment again. Once submitted, your completed assessment will be marked within 21 days.

**Exit points and qualifications issued**

Students who are deemed competent in all units of the course will be eligible to receive a *Certificate* and transcript listing the successfully completed units.

Because all accredited courses are comprised of individual units it is possible to receive national recognition for the units successfully completed even if the whole course is not completed. If this is the case a *Statement of Attainment* will be issued, listing the unit/s completed.

Replacement qualification documents are available on request for a fee.
Assessment Decision Appeals

In returning the assessments the assessor will provide students with a detailed and specific explanation of how the final decision was reached. If, after this explanation students are dissatisfied with the way their evidence was judged, they should discuss their concerns with the assessor within 10 days. If concerns are not resolved during the discussion, students may submit a Booth College Assessment Appeal form to the course coordinator or centre manager within 10 days (assistance to complete this form is available if required).

The Appeal Process

Phase 1 - Initiating the formal process: Lodge the Assessment Appeal Form

Once the form has been submitted the student’s assessment records will be reviewed by the assessor. Other assessors may also be consulted regarding the standard, the marks and the evidence collected. An Assessment Appeal Report, stating the reason for any change in the assessment result or reason there is no change, will be discussed with the student. Where students accept the decision no further action is required. Where students are still dissatisfied and the matter remains unresolved, or there is undue delay in reporting back to students, students should submit or request the Assessment Appeal form be submitted to the Booth College Principal.

Phase 2 - Assessment Appeal forwarded to Booth College

Where a practical assessment is in question students may be requested to complete the assessment again for a different assessor. Where the assessment is a written task other assessors will be asked to remark on the submitted work.

Students will be informed of the appeal outcome in writing and the outcome will be noted at the Vocational Training Board.

Phase 3 - Appeal to External Arbitrator

Where students are still dissatisfied they may make an appeal to an external arbiterator.
Results entered into student records. No further action.

Assessment reviewed and discussed and decision accepted?

Assessment results accepted

Yes

Discuss concerns with Trainer/Assessor

Submit Assessment Appeal form to manager of the site.

Student records adjusted to reflect decision. No further action.

Assessment reviewed and decision accepted?

No

Appeal to Booth College Principal

Student records adjusted to reflect decision. No further action.

Assessment reviewed and decision accepted?

Yes

Appeal to External Arbitrator (VET Complaints Hotline)

No
Privacy and Confidentiality

Our Privacy Policy provides guidelines for the handling of a student’s personal information, the use and disclosure of it, and the rights of access to it. We only collect data that is directly relevant to the student’s training and required by government as well as maintaining an effective service delivery. However, we exercise strict control over confidentiality of training records and any personal information. Information related to training records will only be released to government funding bodies or other relevant parties according to legal requirements. Any other requests for information about students or their training will only be met after we receive written consent from students. Students may gain access to their own course records at any time during their course.

Access and Equity

Students can expect to be treated fairly and equitably, with dignity and respect at all times. In all aspects of our practice we are committed to meeting the needs of people with disabilities. We do not tolerate discrimination, workplace harassment, bullying, victimisation or racial vilification on our premises. Any student witnessing evidence of this occurring is asked to report it to the centre manager or other appropriate person, and can be assured that concerns will be addressed.

Any person or group, irrespective of ethnic or cultural background, is able to participate in and benefit from our training services, providing they meet the entry criteria for the courses. Information about services, policies and procedures and the roles and responsibilities of students is provided in clear and inclusive language. Our training resources, training techniques and assessments are free of gender or cultural discrimination.

Work Health and Safety

We are committed to providing a safe and healthy workplace for all students, staff, employees and visitors in accordance with the relevant government legislation. At the same time, each person on our premises is responsible to take care of their own health and safety, and that of others, and to comply with our workplace health and safety policy and risk management procedures. All accidents, near misses or unsafe working practices or conditions must be reported immediately to a member of our staff.
Critical Incident

A critical incident is a “traumatic event, or the threat of such, which causes extreme stress, fear or injury,” that is, a person or significant number of people experience reactions beyond their normal emotional range, e.g. as in a fire. Evacuation procedures are displayed in training rooms and accommodation where applicable.

Smoking, Drugs and Alcohol

Smoking, alcohol and other drugs are not permitted on our premises. The use and abuse of alcohol and other drugs can impact on health, workplaces, families and communities. If students or members of their families are experiencing problems with drug and/or alcohol abuse, information, counselling and other assistance is available. Please speak to the centre manager for assistance or contact the Alcohol and Other Drugs Council of Australia help line: 1800 422 599 (all areas).

Course Fees and Refund Policy

See below for the Smart and Skilled Fee Administration Policy.


We protect all fees paid in advance. However we can only arrange refunds if:

- a course has been cancelled by us (full refund)
- the student provides notice prior to commencement of training within the allowable time stipulated by the centre (administration fee applies)
- a student is unable to commence training due to an accident or illness (negotiated)
- a review of the student’s RPL application reduces or eliminates the need to attend the full course (partial refund may apply after RPL fee is deducted).

Refunds must be requested in writing to the manager prior to the commencement of the course clearly stating reasons for withdrawal, the total amount of fees paid (please attach receipts), and the total refund expected. Refunds will be processed as soon as possible following approval. This does not remove students’ right to take further action under Australia’s Consumer Protection laws.
Withdrawal & Deferral Process

Any student thinking of withdrawing from study should inform their trainer / facilitator as soon as possible. Staff are available to discuss and help resolve any difficulties that might influence a student’s decision to withdraw.

Application to withdraw

It is important that a student withdrawing from any courses / units for any reason formalise the process by emailing or writing to the course coordinator or trainer.

If a student has been absent from class or has not engaged with online learning they will be considered at risk of withdrawal. If Booth College have been unsuccessful in contacting a student for more than 6 weeks they will be withdrawn from the course.

Deferral Process

Students in government subsidised programs may apply to defer their subsidised training for up to 12 months. Students must request a deferral in writing, they will then be advised of the Fee implications.

Complaints and Grievance Procedures

If students have a dispute with a trainer, assessor or fellow student which cannot be resolved between themselves, students may speak to the centre manager about the matter. Booth College has procedures for the handling of complaints and grievances. If at all possible the trainer or centre manager will advise, counsel and/or resolve promptly and effectively any grievances or complaints related to training delivery, training environment, assessments or disputes with fellow students. If they are unable to bring resolution, the matter will be referred to Booth College through the RTO Manager or the Principal. After the procedure has been followed and the matter still remains unresolved, it will be referred to an external arbitrator in an independent appeals process. All written complaints will be kept on file for audit purposes.

Students wishing to initiate the complaints process are advised to discuss the matter initially with their trainer or, if it involves the trainer, the centre manager. The complaint will be recorded on a Notice of Complaint form or students may complete and submit the form themselves. This form activates the Grievance Procedure. The action taken and/or the resolution achieved will be documented and students will be kept informed of the process.
Plagiarism

Plagiarism is the presentation of the ideas or words of another writer as if they are your own without any form of acknowledgement. This is more than cheating and is in fact literary theft.

As a student, when presenting written assignments, you will be expected to pay attention to acknowledging where your ideas come from if they are not your own. It means acknowledging:

- key ideas (including maps, methods, diagrams tables etc)
- direct quotations, (put them inside quotation marks)
- paraphrased material (provide acknowledgement of the source as early in your paragraph as possible rather than at the end of it)

Be extra careful with information taken from the internet.

CONCLUSION

We trust that this information is helpful. Please speak with the course manager or trainer for further clarification if needed. In the meantime we trust that you enjoy your learning experience with Booth College.