STUDENT HANDBOOK

Boarding Training Australia – RTO 46363

Training for Boarding Professionals

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1. About Boarding Training Australia

Welcome to Boarding Training Australia (BTA).

BTA is a Registered Training Organisation (RTO) that specialises in delivering quality training specifically for boarding professionals across Australia. The boarding industry includes student residential care programs such as boarding schools, residential colleges and hostels for students. This training material has been designed for supervisors and boarding managers in the boarding industry.

In 2010, the boarding support group 'Boarding Australia' (www.boardingaustralia.edu.au) saw the need to develop nationally recognised training material for boarding supervisors, who are also known as house parents, house masters, residential youth workers, and residential supervisors. On behalf of Boarding Australia, Steve and Jenny Florisson developed the Certificate IV in Community Services Work (CHC40708) support material to provide boarding supervisors with a recognised training program. The Certificate IV was contextualised, which means that the support material for the certificate IV was focused on the context of the student boarding industry. The purpose of the training was to provide a comprehensive, recognised training course that would also recognise the skills and knowledge of the many, very experienced supervisors in the boarding industry. Since that time thousands of boarding supervisors across Australia have completed this qualification. In 2014 the Diploma of Youth Work (CHC51408) was also contextualised for the boarding industry and these two qualifications form a career path that could lead on to degree courses.

Boarding Training Australia are responsible for developing, delivering and assessing two qualifications to the standard required by Australian Government's Standards for Registered Training Organisations (RTOs) 2015. Boarding Training Australia as a registered training organisation also issue the certificates and statements of attainment for qualifications on the scope of registration.

2. About Steve and Jenny Florisson

Steve started his boarding career in 1975 as a housemaster for Christchurch Grammar School in Claremont, WA, caring for forty students in 'Parry House".

Jenny moved into a boarding house on a remote mission soon after she was born. Her parents

cared for forty primary aged boys at Warburton Mission, and later looked after teenage students in a boarding school at Wongutha. After becoming teachers and marrying, Steve and Jenny worked in boarding schools for twenty-four years before leaving schools to develop the training program.

From your initial enquiry, through to enrolment, and on to completion of your study with BTA, Steve and Jenny, and team will be there to support you and help you complete the training.

3. CODE OF PRACTICE

The BTA Code of Practice reflects the five keys areas of best practice:

1. **Ensuring learner's rights as a consumer are protected and that each receives the services detailed in their agreement with BTA.**
2. **That, as a Registered Training Organisation, BTA adheres to the principles of access and equity and meets its legal obligations whilst maximising learner outcomes.**
3. **As an organisation, BTA staff and management engage the industry in the operations of the RTO so that learners and the industry sector can be confident that the qualifications issued by BTA are recognised and valued by the industry.**
4. **Assuring the quality of the training and assessment provided across all of the program areas within the RTO.**
5. **Meeting individual learner needs by assessing their current skills and knowledge prior to the commencement of training.**

The detail of the 'code of practice' can be found at the end of this handbook, Appendix One.

4. Enrolment

Learner Selection and Recruitment

This training material has been developed specifically for the student boarding industry, for residential supervisors and managers who are working in a student boarding residence. It is possible to do the training if the learner has access to a student boarding environment where they can carry out significant work placement, enough work placement time to develop and practice the skills that are a part of the training. Typically, a Certificate qualification is more than 600 hours and a Diploma is more than 1200 hours. This means that you need to be in a boarding

residence or a similar work context where you can learn skills on the job for three months to satisfy the requirements of the CHC42021 Certificate IV in Community Services, and six months to satisfy the requirements of the Diploma of Youth Work CHC50425.

Duration of course

Boarding training Australia has two qualifications on scope (CHC42021 Certificate IV in Community Services, and CHC50425 Diploma of Youth Work) and these qualifications can be carried out by distance, face to face or online. The duration of the 'face to face' workshop component of the training is usually five or six days. There are training and assessments requirements that must be carried out prior to the training. There are practical exercises, training and assessment that must carried after the 'face to face' training. The CHC42021 Certificate IV in Community Services, and CHC50425 Diploma of Youth Work requires that the Head of Boarding or Manager sign the learner off on a range of skills. These skills are developed in the workplace over time and the manager may require further development of some skills before the learner can be signed off as competent.

The duration of the course is affected by prior learning and experience, and how much time the learner commits to the training each day.

5. Enrolment Procedure

1. Fill in an expression of interest form or phone BTA.
2. BTA will send you information about the course including the student handbook.
3. You will be advised of the cost of training.
4. Fill in an application form and pay deposit.

A copy of the Student Handbook is provided to all learners prior to commencement of study. The Student Handbook also advises about graduate certification procedures, assessment procedures, complaint and appeal procedures, facilities and equipment and trainee support services.

6. Available qualifications

CHC42021 Certificate IV in Community Services, and

CHC50425 Diploma of Youth Work

Note: These qualifications and units are all current at the revision date of this student handbook.

Unit	CHC42021 Certificate IV in Community Services	Unit	CHC50425 Diploma of Youth Work
5	CHCYTH019 Undertake youth work in specific communities (Elective) ***(Boarding Fundamentals cluster)***	5	CHCYTH019 Undertake youth work in specific communities (General Elective) **CT from Cert IV**
8	CHCYTH013 Engage respectfully with young people (List Elective) ***(Boarding Fundamentals cluster)***	8	CHCYTH013 Engage respectfully with young people (core) **C CT from Cert IV**
10	CHCADV001 Facilitate the interests and rights of clients (Core) ***(Boarding Fundamentals cluster)***	10	CHCADV001 Facilitate the interests and rights of clients (Elective)**CT from Cert IV**
12	CHCCCS010 - Maintain a high standard of service (List Elective) ***(Boarding Fundamentals cluster)***	1	CHCPRP001 Develop and maintain networks and collaborative partnerships (Core) **C CT from Cert IV**
1	CHCPRP001 Develop and maintain networks and collaborative partnerships (Core)	2	CHCPRT025 Identify and report children and young people at risk (Core) **CT from Cert IV**
2	CHCPRT025 Identify and report children and young people at risk (List Elective)	3	CHCLEG003 Manage legal and ethical compliance (Core) **Check RPL from Cert IV**
3	CHCLEG001 Work legally and ethically (Core)	4	CHCCCS009 Facilitate responsible behaviour (Elective) **CT**
4	CHCCCS009 Facilitate responsible behaviour (List Elective)	FA	HLTAID011 Provide first aid (Elective)
FA	HLTAID011 Provide first aid (List elective) *	6	CHCCOM002 Use communication to build relationships (Core) **CT from Cert IV**
6	CHCCOM002 Use communication to build relationships (Core)	7	CHCDIV001 Work with diverse people (Core)**CT from Cert IV**
7	CHCDIV001 Work with diverse people (Core)	9	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety (Core) **CT from Cert IV**
9	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety (List Elective)	11	CHCDFV001 Recognise and respond appropriately to domestic and family violence (General elective) **CT from Cert IV**

11	CHCDFV001 Recognise and respond appropriately to domestic and family violence (core)	14B	HLTWHS003 Maintain work health and safety (Core) **Check RPL from Cert IV**
14A	HLTWHS002 Follow safe work practices for direct client care (core)	15	CHCGRP002 Plan and conduct group activities (Core) **May have CT from Cert IV**
15	CHCGRP002 Plan and conduct group activities (List Elective)	22	CHCMHS001 Work with people with mental health issues (Core) **have CT from Cert IV**
22	CHCMHS001 Work with people with mental health issues (List Elective) **	16	CHCYTH017 Develop and implement procedures to enable young people to address their needs (Group A Practice elective) (clustered with U 18) (Equivalent to old)
		18	CHCYTH014 - Work effectively with young people in the youth work context (Core) (Clustered with U16)(Equivalent)
		19	CHCCCS007 - Develop and implement service programs (Core) (Clustered with Unit 25)
Cert IV	7 core, 8 electives (6 list) **(15 units total)**	20	CHCDEV005 - Analyse impacts of sociological factors on people in community work and services Core)(Equivalent)
Diploma	16 core, 5 electives **(21 units total)** (15 possible CT or RPL from CHC42015 current Cert IV) (1 PE, 2 PE or GE, 2 other electives)	21	CHCCSM013 - Facilitate and review case management (Core)(100 Mandatory workplace hours now)
		23	CHCYTH024 Manage service response to young people in crisis (Core)
		25	CHCYTH021 Support youth programs (Core) – (Clustered with Unit 19)

7. Things you need to know about the Diploma in Youth Work as delivered by Boarding Training Australia (BTA).

1. There are 21 units in the Diploma and 11 of those have been partially or completely covered already in the Certificate IV,

2. This qualification is at a level 5 (Certificate IV is at level 4) and it requires a higher level of training work. You will need to read material and analyse material and come to your own conclusions.

3. This level 5 qualification in some units requires that you not only know something or able to do something in your work context, but that you can also explain that process to others. Instead of just being involved in work you are now managing work situations.

4. This level 5 qualification requires that you have a language, literacy and numeracy ability level that will enable you to both complete the training, and carry out your work role at this new level.

5. A Diploma typically takes about 1000 to 2000 hours to complete. Residential youth workers (boarding supervisors) have already learned much of the knowledge and skills required for the diploma because they have been working in the industry. Therefore, to complete this qualification a trainee should have worked in the industry for at least six months.

6. There are three parts to the Diploma delivered by BTA;
    a. You will need to register for this unit at least ten weeks prior to the 'face to face' training. During this time you will need to read the unit support material, submit assessments weekly and collect information ready for the 'face to face' training.
    b. The 'face to face' training will be for five to six days,
    c. You will need to complete some projects in your residence or workplace after the training.

7. The Diploma requires that you carry out some of the assessments with real clients or students (not fictitious people or scenarios). You will need to do this in your residence

after the training. These are small projects, and they are the sort of activities that are a part of the normal everyday role of the boarding supervisor. You will need to get permission from your manager and the best way to do this is to show the manager the projects so he can see that it is just normal practice.

8. There is a skills checklist that applies to a range of skills in this qualification, and you will need to get your manager to sign you off on those skills once he is satisfied that you are competent in those skills.

9. By the time you complete this diploma, you should have a very clear understanding about the role of a youth worker in different contexts, an effective working knowledge about the stages of development and the different constructs of youth, the range of different contexts for young people, and knowledge and skills that will enable you to meet the diverse needs of young people in a range of different contexts. You will also have good processes for evaluating your practice, recording and reporting, and taking care of yourself. This unit is partially contextualised to the boarding industry, but at the completion of this unit you should be able to work in other parts of the youth industry with some work placement experience.

8. FEES AND CHARGES

1. Short Courses

A Statement of Attainment for cluster of units units from CHC42015 Cert IV is achieved after;

- Completion of the written assessments

- Completion of practical assessments

- Skills assessment by Manager or Head of Boarding

- Tuition Fee $500 per trainee

2. CHC42021 CERT IV COMMUNITY SERVICES (BOARDING PRACTICE)

This Certificate IV qualification covers 15 units and includes;

- Completion of written assessments

- Completion of practical assessments

- On the job skills assessments by Manager or Head of Boarding

- Tuition Fee $1500 per trainee

3. CHC50425 DIPLOMA OF YOUTH WORK (BOARDING LEADERSHIP)

- The Certificate IV is a pre-requisite for the Diploma and provides Recognition of Prior Learning or Credit Transfer for 11 of 21 units.

- In addition to written Assessments there are 4 in-depth practical Assessments to demonstrate competence in case management of young people, the ability to create and manage youth programs, support young people to take collective action and implement procedures.

- Tuition Fee $2400 per trainee

Payment options

- Employer Paying:
    - Full up-front payment
    - 50% tuition fees payable prior to commencement, followed by negotiated monthly instalment.
- Student Paying:
    - $200 deposit on enrolment (non-refundable) followed by full payment

- $200 deposit on enrolment (non-refundable) followed by negotiated monthly instalment.

- **Deposits**: BTA does not take deposits greater than $1500 per student
- **Live Workshop:** Deposit of estimated trainer expenses (inclusive of travel and accommodation) plus 50% of tuition.

9. REFUND POLICY

All enrolment fees are fully refundable up to the time training commences. Once training has commenced (support material mailed out, 'on-line' commenced, 'face to face' commenced) then enrolment fee of $200 is non-refundable. This fee is to cover BTA Administration costs.

If for some reason the RTO had to close or could not continue the training, learners could choose between;

- Having all fees paid refunded.
- An alternative RTO engaged by BTA to complete training.

If there are likely to be any changes to the provision of training including,

- any changes in the training process or content,
- any changes of trainers and assessors,
- cessation or temporary cessation of training,
- sale of the RTO training business,

Then all learners currently involved in training will be advised in writing as soon as practicable.

10 . DELIVERY MODES

The Certificate IV in Community Services (CHC42021) and Diploma of Youth Work (CHC51421) can be carried out in modes;

- Face to face
- Distance
- Online

- **Face to Face** - recommended because supervisors and managers benefit from the discussion, the interaction, and the group activities. Trainers will travel to your boarding residence anywhere in Australia if there are at least four learners in the group to be trained. The employer will be required to contribute to travel and accommodation costs. Learners must enrol for the training at least 12 weeks prior to the 'face to face' component of the training. Support material and assessments will be emailed to you before 'face to face' training commences. BTA uses on line conference app to work with learners during this period.

- **Online -** BTA has an online site which can be accessed from the BTA website with a username and password that comes in the introduction pack. The site has notes, on-demand webinars, eLearning modules, and assessments which can be completed online.

11. LANGUAGE, LITERACY, NUMERACY & DIGITAL (LLND) SUPPORT

Learners may be assessed in order to ascertain if their LLND skills are sufficient to successfully undertake the training program. This is usually via interview or completion of an exercise contained in the proposed training program.

Individuals who require help with their literacy and numeracy can access information about their nearest LLN provider by calling The Reading Writing Hotline on 1300 655 506 or refer to their website at https://readingwritinghotline.edu.au/

This is a free national reading, writing numeracy service for adults. BTA staff will support learners to upgrade literacy and numeracy skills before commencing the training.

Learners can opt to provide assessment answers verbally if they have difficulty writing.

12. CLIENT SUPPORT

Client Services, Welfare, and Guidance.

BTA uses quality management practices to ensure effective client services. Operational standards ensure timely issuance of training assessments, results and qualifications, appropriate to competence achieved and issued in accordance with National guidelines. All client results and documentation is recorded, kept confidential and securely archived. Records are kept in safe custody, with access restricted to authorised staff. Clients can access their files by request, with 14 days' notice in writing. All relevant organisational documents carry a version date. Records of updated version dates are kept on file.

BTA has client welfare and guidance services relevant to its training products. Where necessary, clients requiring literacy and/or numeracy support are referred to relevant qualified experts. Any fees incurred are the responsibility of the client.

BTA has access to personnel with experience in developing diagnostic assessment services for diverse client needs.

BTA informs clients of all fees and charges prior to enrolment. Clients are also advised of course content, outcomes and assessment procedures before training commences.

BTA's quality focus includes access and equity ensuring that no client is discriminated against. Our focus also allows for recognition of prior learning (RPL), fair and equitable refund policy, complaint and appeal policy and procedure. For any matter outside of BTA expertise or control, we will make every attempt to refer the client to the relevant agency or expert.

Procedure for Client Support

BTA is at all times concerned with the welfare of our clients. Staff will counsel clients as appropriate and/or refer them to qualified counsellors. Staff are required to respond to and attempt to alleviate any signs of distress or discomfort by clients, and to actively render appropriate assistance.

If you require extra support or counselling, please make contact with a member of our team who will be eager to assist you.

Counselling/Personal Support

If you require counselling or personal support please contact one of the below organisations.

Lifeline – 13 11 14 or www.lifeline.org.au

Beyond Blue – 1300 224 636 or www.beyondblue.org.au

13. ACCESS AND EQUITY

Access and Equity Principles

BTA will meet the needs of individuals and the community through the implementation of access and equity principles to ensure the fair allocation of resources and the right to equal opportunity without discrimination. BTA offers opportunities for people to participate in the vocational education and training system, and in associated decisions, which affect their lives. BTA prohibits discrimination towards any group or individuals in any form including discrimination on the basis of:

- age,
- disability,
- race,
- sex,
- intersex status,
- gender identity, and
- sexual orientation

Staff Responsibilities for Access and Equity

BTA applies access and equity principles to all programs and provides timely information and suitable support to assist clients to identify and achieve their desired outcomes.
Access and Equity issues are considered during training, product development and in training and assessment

14. FLEXIBLE LEARNING AND ASSESSMENT

Competency Based Training and Assessment
Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace rather than what they know as a result of completing a program of training.

Competency-based training programs are made up of units broken into segments which are called elements. These are based on standards set by industry, and assessments are designed to ensure each learner has achieved all the elements (skills and knowledge) as well as skills evidence and knowledge evidence, required by each unit in order to gain their course qualification. Each course is made up of the required number of core units and elective subjects which have been chosen to offer you the best all around knowledge and skills base.
Assessment methods are detailed in the Training and Assessment Strategy (TAS) for each course. BTA applies the principles of validity, reliability, fairness, and flexibility in all assessments.
The objective of assessment is for the client to show that they have achieved competency in the unit(s). Clients may be assessed by one or more of the following methods.

- Observation / demonstration of skills (may be to a third person such as a boarding manager),
- Case study
- Multiple choice
- Written short answers
- Project
- Portfolio material,

or any other method outlined in the Training and Assessment Strategy (TAS).
Learners will be advised of the assessment methodology before training commences.

Training and Assessment Standards

BTA staff are appropriately qualified and experienced to deliver the training and assessment offered. Assessments will meet national assessment principles including recognition of prior learning and credit transfer. Sufficient training materials and physical resources will be provided to you in order for you to achieve the learning outcomes of the training program. Appeals procedures are in place for clients who are not satisfied with assessment or training.

Flexible Learning

BTA provides learners with learning flexibility by taking their personal situations into consideration so as:

a. to maximise learning outcomes, and
b. to optimise access to learning activities.

Any flexible arrangements agreed to must still adhere to the course assessment standards and requirements.

Structured training may be conducted in a classroom, in the workplace, online or a mix of all methods; it may be delivered in various modes including face-to-face interaction, online interaction, or distance.

Learners should initially discuss possible flexible arrangements with their trainer. If the desired change is deemed feasible, authorisation should then be obtained from the training manager.

Assessment Presentation

Written assessment documents such as projects, case study scenarios, written answers to questions, portfolios and research reports can be submitted by email, or by mail. Online learners can submit material online.

Resitting Assessments

In the event of a 'not yet competent' outcome the learner will have an opportunity to re-do the assessments for that unit. The trainers will support learners who need to re-do assessments. Every effort will be made by the staff of BTA to ensure a successful outcome for learners.

15. RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of Other Qualifications/Credit Transfer

BTA recognises Australian Qualification Framework qualifications and Statements of Attainment that are issued by any other Registered Training Organisations.

Learners may be entitled to a credit transfer if they have completed units of competency from a relevant National Training Package. The training must be less than five years old, unless the practice that the learner was involved in **after the training** was the same as the training. If for example a learner was involved in childcare training five or six years ago, and then worked in the childcare industry for five years, then the training would still be relevant because it has been supported by the subsequent practice.

Recognised Prior Learning (RPL)

Learners who have completed appropriate training or who, through prior learning and experience, have gained the required skills/competencies stipulated for the modules of the course may be granted credit. Learners who believe this applies to them, may make an application for RPL.

BTA advises all applicants of RPL opportunities and procedures upon enrolment. The 'performance criteria' of the course module sets the RPL benchmark and evidence for credit of prior learning may include:

- Evidence of current competencies
- Performance, demonstration or skills tests
- Workplace or other pertinent observation
- Oral presentation
- Portfolio, logbook, task book, projects or assignments
- Written presentation
- Interview
- Simulations

BTA's preferred way to deal with substantiated RPL claims is to allow the learner to do the assessments without doing the training.

A candidate may appeal an unsuccessful claim (see complaints and appeals).

16. COMPLAINTS AND APPEALS

Complaints

BTA seeks to prevent complaints by ensuring that training is relevant, interesting, consistent with Commonwealth Standards (2015) and consistent with the learner's expectations. BTA also ensures timely response to enquiries, assessments and completions. BTA expects courteous, respectful, fair, and helpful behaviour from BTA office staff and trainers. Where learners are involved in 'face to face' training there is an expectation of respectful cooperative behaviour towards the trainer and other learners.

In the event of a complaint, the learner is required to follow the following procedures to ensure the issue is resolved.

The learner must first try to resolve the problem by talking to their BTA Trainer.

Should the problem still be unresolved, the following procedure must be followed:

1. Request a Student Complaint Form from your BTA trainer or contact BTA to obtain a copy of the form.
2. Fill out all required details on the form and attached any relevant documentation.
3. Submit the form to BTA via the contact email or postal address provided on the form.

Upon receipt BTA will address the issue.

The learner will receive a written statement of the outcome from the Trainer and/or training manager within 14 days of the complaint being received.

All records of any complaints are kept on file. If the complaint is still unresolved, BTA clients may lodge a complaint with an independent third party agreeable to both parties. If still unresolved after this process they may lodge a complaint with the Australian Skills Quality Authority (ASQA): 1300 701 801 or go to this page for directions on how to make a complaint https://www.asqa.gov.au/about-us/how-asqa-uses-feedback/complaints-about-training-providers

To deal with complaints and appeals, the principles of natural justice and procedural fairness will apply by:

- operating in a fair and unbiased way
- informing those involved of the allegations
- providing those involved an opportunity to present their side of the story.

Where more than sixty calendar days may be required to finalize the complaint, we will inform the complainant in writing the reasons and keep them up to date with progress.

Appeals

BTA seeks to prevent appeals by ensuring learners are satisfied with the training and assessment process. All staff are expected to be fair, courteous and helpful in all dealing with clients.

Should an appeal about any assessment be made, this will be treated seriously, investigated

thoroughly and dealt with according to the merit of the complaint.

The circumstances and results of any appeal are analysed by the training manager and appropriate improvements made to prevent recurrence of the problem. Appeals must be resolved within 21 days of receiving the appeal. All records of any appeals are kept on file.

Appeal Procedure

1. Request a Student Appeal Form from your trainer, or contact BTA to obtain the form.
2. Fill out all required details on the form and attached any relevant documentation.
3. Submit the form to BTA via contact email or postal address provided on the form.
4. Upon receipt BTA will address and review the appeal.
5. The learner will receive a written statement of the outcome from the Trainer and/or Managing Director within 21 days of the appeal being received.
6. If the appeal is still unresolved, the client may lodge the appeal with an independent third party agreeable to both parties. Learners may also seek legal advice through the usual processes if they feel unsatisfied.

17. RULES, REGULATIONS AND DISCIPLINARY PROCEDURES

Rules and Regulations

The following apply to all persons, staff and learners:

- An individual's property is to be respected and not interfered with without consent of the owner. Look after your own possessions. BTA accepts no responsibility for personal property lost or stolen at training sessions.
- Nobody has the right to interfere with another person's ability to learn, through disruption of classes or harassment of any kind.
- No aggressive physical contact or verbal abuse is to occur between any persons.
- Smoking is not permitted inside training facilities.
- Alcohol and other drug use in training facilities or while undertaking BTA activities is not permitted.
- Intoxicated persons and persons affected by other drugs are not permitted inside training facilities and will be asked to leave.

- Clothing and behaviour should be appropriate to the course being undertaken and not cause offence to anyone.
- Mobile phones are to be turned off during classes and in study areas.

Discipline Policy

Clients at all times must maintain appropriate behaviour and follow BTA rules.
In the case of minor breaches, a warning will be given. In the case of major or repeated breaches, the client may be requested to leave the course.
The training manager will oversee all disciplinary matters.

18. COMPLETION AND PROCEDURE FOR ISSUING CERTIFICATES

A learner will be issued with a certificate on completion. If a learner completes only one or more modules but not a complete qualification, a Statement of Attainment will be issued.
A Statement of Attendance may be issued where appropriate.
Before certification is issued the training manager verifies competency has been properly assessed, all tasks complete, and all fees paid. Once all is deemed in order, the training manager authorises issue of the relevant certificate.
When a client has completed their course and a certificate has been issued, the client's file is archived. A reference is made of the client name, client number, and certificate number in the archive filing register. A copy of the certificate or Statement of Attainment is retained by BTA

19. Detecting Fake BTA Certificates and Statements of Attainment

BTA have put into place a range of strategies to make sure that certificates cannot be fraudulently printed or copied.

1. The certificate has a BTA logo watermark under the writing covering most of the document from sided to side.

2. The certificate number has five digits so certificate number 86 will have the number 00086.
3. The paper used to print the certificates has a microprint security line, a minute font which can only be viewed through a magnify glass. If the document is copied, the text will blur rendering the message unreadable.
4. The paper has a security warning band, which lists the security features incorporated into the document
5. The paper has a copy preventative background (pantograph). When unauthorized persons try to copy or scan the original, a "COPY" hidden message appears.
6. The paper has solvent reactive ink, which provides visible protection against acids, bases, bleaches and solvents. The ink smudges when touched by one of these substances.
7. The paper has a Heat Sensitive Red Thermochromic Icon. Thermochromic inks are sensitive to temperature changes and will disappear when heat from your breath or finger is applied and reappear once cooled.
8. The certificate or Statement of attainment is signed by CEO, or Administration Manager.

If you believe that a certificate or statement of attainment with BTA (Boarding Training Australia) logo or heading is fraudulent, please contact BTA or ASQA (http://www.asqa.gov.au/complaint) immediately.

20. REFUSAL TO PROVIDE SERVICES

BTA has the right to refuse to provide services (including training, assessment, and course materials) to clients who have outstanding accounts. BTA shall not be liable for any failure to provide services.

21. PRIVACY POLICY

BTA complies with the Privacy Amendment Act 2012. Information collected on clients is only used for the purpose of delivery or our services.

Use And Disclosure Of Personal Information

Sensitive personal information will only be collected, as required, from clients. Such information is treated as confidential within BTA and is used for the purpose for which it was collected or for a related purpose. This includes:

- Providing the training services.
- Informing clients about additional or upcoming courses available.
- Gathering feedback from learners regarding training for BTA's market analysis and course development.

BTA does not disclose sensitive personal information to other third parties without permission or instruction from the learner unless required by Law to do so.

Information About Clients From Third Parties

BTA may need to source or verify information about clients from a third party. Wherever possible this will be done with the learner's authorisation, or if not possible, BTA will inform the learner when such information is collected.

Security Of Personal Information

In line with new technology, BTA continually improves the security of personal information collected. BTA takes all reasonable steps to protect the personal information of persons by:

- Securing all files with personal information in locked cabinets
- Only providing authorised staff with access to personal information
- Destroying information after the required retention period
- Ensuring computer security at all times by the use of cloud storage
- Password access to the computer systems
- Not releasing information to third parties without prior written authorisation

Rights To Access Information

Under the Privacy Act, learners have the right to access personal and course progression information held about them. If the information is incorrect, they have the right to require BTA to amend the information.

To access the information and course progress learners are required to contact the training

manager in writing requesting access. The training manager must verify the learner's identity through either presentation of appropriate identification or answering a series of specific security questions. Both the learner and the training manager, as an official record of the access and identity verification, must sign the request for access form. There may be a waiting period of up to seven (7) days before access is granted.

Staff Confidentiality

Staff must be aware of the Privacy Act 2001, and its requirements, and must at all times ensure learner information remains confidential.

No staff member is to release any information about learners to any third party unless prior written authorisation is obtained from the client or disclosure is required by law.

Authorised Third Parties

Learners may nominate third parties they wish to access their records. The Training manager ensures a third party access form is completed and the details for the third party are obtained. These details will be entered into the learner's file.

Any staff member who receives a request for information from a person claiming to be authorised must verify this authorisation and any related conditions through either a password or question list check prior to releasing any information.

Appendix One

Codes of Practice

Each of the key areas of best practice is outlined in more detail in the following pages.

1. Ensuring learner's rights as a consumer are protected and that each receives the services detailed in their agreement with BTA.

1.1 Marketing of training and assessment services

BTA markets and advertises its products and services in an ethical manner. BTA accurately represents recognised training products and services to prospective learners and clients. BTA promotes only what it has on scope and is able to deliver and does so in a manner which is designed to support the training needs of the Boarding and Community Services industry. BTA gains written permission from a learner or residential organisation before using information about that individual or organisation in any marketing materials.

BTA ensures learners and clients are provided with full details of conditions in any contract arrangements with the organisation. This includes any costs or charges that a learner or their site may incur as a direct result of their engagement the delivery and assessment of their course. No false or misleading comparisons are drawn with any other training organisation or qualification.

1.2 Financial standards

BTA has measures in place to ensure that learners and clients receive a refund of fees for services not provided, including services not provided as a result of the financial failure of the organisation. Where necessary; alternative provision will be made for learners to access services not provided to the learner.

BTA ensures that the contractual and financial relationship between the learner/client and the organisation is fully and properly documented, and that copies of the documentation are made available to the learner/client.

Documentation includes:

- the rights and responsibilities of learners,
- costs of training and assessment services, and issuance of qualifications,
- payment arrangements and refund conditions,

- any other matters that place obligations on learners or clients.

BTA has a refund policy that is fair and equitable and this policy is made available to all learners and clients prior to enrolment.

1.3 Issuance of qualifications

BTA issues qualifications and Statements of Attainment to learners who meet the required outcomes of a qualification or unit of competency, in accordance with the Standards for Registered Training Organisations 2015, Standard three, schedules four and five.

1.4 Provision of information

BTA supplies accurate, relevant and up-to-date information to prospective learners and employers regarding course offerings, content, availability, policies and procedures, funding/costs and assessment as a part of ongoing commitment to transparency and equity. BTA supplies this information to learners and clients prior to enrolment and regularly reviews all information provided to ensure its accuracy and relevance.

BTA fully cooperates with the VET regulator ASQA by;

- providing accurate and truthful responses to information requests from the VET Regulator relevant to BTA's registration,
- by providing quality/performance indicator data (AVETMIS and Student and employer satisfaction surveys),
- by providing information about substantial changes to its operations or any event that would significantly affect BTA's ability to comply with the 2015 standards within 90 calendar days of the change occurring
- by providing information about significant changes to its ownership within 90 calendar days of the change occurring,
- providing notification to ASQA of any written agreement entered into under Clause 2.3 for the delivery of services on its behalf, within 30 calendar days of that agreement being entered into or prior to the obligations under the agreement taking effect, whichever occurs first, and within 30 calendar days of the agreement coming to an end.

1.5 Record keeping

BTA keeps complete and accurate records of the attendance and progress of learners, as well as financial records that reflect all payments and charges and the balance due, and provides copies of these records to learners on request.

BTA ensures that all records pertaining to individuals including academic, financial and other records maintained by the Registered Training Organisation are complete and accurate. The records are managed confidentially and are not divulged to third parties unless authorised by the learner or as required under law. Learners may view their own records to confirm their accuracy and completeness.

BTA has the following arrangements in place for secure handling of student data and all training resources;

Current student records;

- in locked filing cabinet,
- on cloud based database
- backed up to external hard drive.

Past student records

- Archived in locked storage room
- On cloud based database
- Hard copy of certificate in file
- Digital copy of certificate in cloud based dropbox
- Digital copy of certificate backed up to external hard drive.

Training resources

- Hard copy files
- Digital copies on dropbox
- Digital copies backed up to external hard drive.

1.6 State and Commonwealth legislation

BTA complies with Commonwealth, State and Territory legislation and regulatory requirements

relevant to its operations.

BTA ensures staff, current learners and employers are informed of any changes to legislative and regulatory requirements that affect the services delivered.

2. That as a Registered Training Organisation, BTA adheres to the principles of access and equity and meets its legal obligations whilst maximising learner outcomes

2.1 Access and Equity

BTA aims to ensure ample opportunity to complete training and assessments regardless of any perceived disability or disadvantage and regardless of gender, socioeconomic background, disability, ethnic origin, age or race, and will:

- Deliver training in a non-discriminatory, open and respectful manner;
- Ensure personnel are appropriately skilled in access and equity issues, including cultural awareness and sensitivity to the requirements of Learners with special needs;
- Ensure facilities provide reasonable access to Learners of all levels of mobility, and physical and intellectual capacity;
- Conduct Learner selection for training opportunities in a manner that includes and reflects the diverse Learner population;

Learners are responsible for behaving in a courteous, sensitive and non- discriminatory manner when dealing with staff, clients, consultants, learners or the broader community.

BTA endeavours to meet everyone's diverse learning needs. To assist the RTO in this process, learners are invited to inform trainers and assessors involved with training programs of any special considerations or requirements they may have (e.g. disabilities and/or special learning difficulties), or of any Access and Equity issues arise during participation in training.

2.2 Child protection

BTA staff, maintains current knowledge and practice in relation to child protection, child safety and mandatory notification practices for each State and Territory. Although the staff does not generally work with learners under the age of 18, we recognise that the working context within which we are situated, student residential organisations (BTA), has a direct focus in this area, and that from time to time staff may be in contact with younger students. As such BTA

personnel put in place the required practices and processes in working with children and fully under take their legal obligation in regard to child safety and child protection.

2.3 Recruitment / enrolment

BTA

- conducts recruitment of learners in a non discriminatory and responsible manner at all times.
- ensures that the educational and experiential background of intending learners is assessed by suitably qualified staff and/or agents, and provides for the training of such staff and agents, as appropriate.
- provides offers of program placement to applicants based on an assessment of the extent to which the qualifications, proficiency and aspirations of the applicant are matched by the training opportunity offered.

NOTE: Two of the qualifications offered by BTA are contextualised qualifications. To achieve competency in these qualifications learners must be working in the student residential industry or be able to access significant work placement hours in the student residential industry.

2.4 Support services

BTA provides adequate protection for the health, safety and welfare of learners.

2.5 Grievance mechanism (complaints and appeals)

BTA ensures that learners and clients have access to a fair and equitable process for dealing with grievances, and provides an avenue for learners to appeal against decisions, which affect the learners' progress. Every effort is made by BTA to effectively resolve learners'/clients' grievances.

For this purpose, the BTA grievance policy clearly provides a mechanism for concerns and complaints to be dealt with in a fair and constructive manner in accordance with BTA Policy and practice.

Where a grievance cannot be resolved internally, BTA advises learners and clients of the appropriate body as to where they can seek further assistance. This will be the ASQA complaints

team.

Where a complaint or appeal has been made, BTA undertake to securely maintains records of the complaint or appeals and the outcomes, and to maintain a complaints and appeals log.

BTA will seek to identify potential causes of complaints and appeals and takes appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.

3. As an organisation BTA staff and management engage the industry in the operations of the RTO so that learners and the industry sector can be confident that the qualifications issues by BTA: RTO are recognised and valued by the industry.

3.1 Quality Control

BTA seeks feedback from learners and clients on their satisfaction with services they have received, and seeks to improve its services in accordance with their expectations.

BTA seeks feedback in compliance with AQTF Standards requirements though validation, moderation and audit processes.

3.2 Industry engagement

BTA is committed to the provision of contextualised and recognised training programs which reflect and include the values, policies, perspectives and practices current to the industry sector.

BTA engage regularly with relevant industry representatives to evaluate our training and assessment services. This ensures that BTA graduates hold the required skills and knowledge to undertake the standard of performance required in student residential care worksites.

BTA training and assessment strategies are developed in consultation with the student residential care industry to ensure that training is consistent with current industry practice..

Where training and assessment occurs in the workplace, evidence of performance will contribute to the assessment process.

4. Assuring the quality of the training and assessment provided across all of the program areas within the RTO

4.1 Provision of Training and Assessment Services

BTA has policies and management practices which maintain high professional standards in the delivery of training and assessment services, and which safeguard the interests and welfare of

learners and/or clients.

BTA is committed to the principle and practice of continuous improvement of the service it offers and will seek both learner and industry feedback on the training and assessment services received.

BTA has the capacity to deliver and assess the vocational qualifications for which it has been registered, provides adequate facilities, and use methods and materials appropriate to the learning and assessment needs of learners.

BTA monitors and assesses the performance and progress of its learners.

BTA ensures that training staff are not only suitably qualified but are also sensitive to the cultural and learning needs of learners. Training is provided for BTA staff as required.

BTA ensures that assessments are conducted in a manner, which meets the endorsed components of the relevant Training Package(s) and/or accredited programs. It also offers learning and assessment processes that as far as practicable meet the individual learning needs of learners.

BTA as a Registered Training Organisation ensures that its operations comply with Standards for NVR Registered Training organisations 2012.

5. Meeting individual learner needs by assessing their current skills and knowledge prior to the commencement of training.

5.1 RPL

BTA recognises that many of the student residential care industry supervisors have many years of experience, and have skills and knowledge relevant to work roles and responsibilities that are also relevant to course outcomes.

BTA will where possible assist each learner to gain recognition for these existing skills, abilities and knowledge through a process of Recognition of Prior Learning (RPL)

5.2 Recognition of qualifications issued by other RTOs and educational institutions.

BTA recognises the AQF Qualifications and Statements of Attainment issued by other RTO's and educational institutions recognised in the AQF. National recognition obligations are reflected in our organisation's policies and procedures and information to staff and clients. Credit for units of competency (that are current) with another RTO will automatically be granted towards the

completion of the qualification being undertaken with BTA

Approved & Issued by:

Luke Skehan

CEO

Boarding Training Australia

4 October 2025