



NSW Real Estate Training College

Code of Practice

RESPONSIBLE STAFF MEMBER: Compliance Officer

CATEGORY: Business Systems

DATE APPROVED BY CEO: August 2010

DATE OF NEXT REVIEW: August 2011

RELATED HANDBOOKS AND DOCUMENTS: All Institute policies and procedures and handbooks

The NSW Real Estate Training College Code of Practice

The NSW Real Estate Training College (The College) is committed to compliance with the Australian Quality Training Framework (AQTF 2007). This means that in operating as a Registered Training Organisation (RTO), it provides students with a high level of service built upon the adherence to quality standards.

As part of the quality focus, The College adopts and implements the following legislative requirements:

- Anti-discrimination, including equal opportunity, racial vilification and disability discrimination
- Workplace harassment, victimization and bullying
- Occupational health and safety
- Vocational education and training
- Privacy

In addition, policies and procedures also exist that govern conduct in relation to:

- Training and Assessment
- Mutual recognition
- Refunds
- Grievances and appeals
- Continuous improvement
- Client service
- External review processes
- Administration
- Marketing

This code of Practice outlines the policy framework for each of these areas. In addition, the details and implementation of each component of the code of practice can be found in the organisations policy and procedures documents as well as embedded in the student handbook.

Anti Discrimination

The policy of The College (the College) is fairness and equal access for clients, regardless of sex, marital status, pregnancy and breastfeeding, parental status, age, race, impairment, religion, political belief or activity, trade union activity, sexual orientation, ethnic or national origins.

The College does not tolerate discrimination as it is illegal and a violation of State and Federal Human Rights legislation. Employees who violate this policy shall be subject to disciplinary action and where appropriate termination. All employees receive a copy of this policy on the commencement of employment

Students who feel they are being discriminated against during the course of their dealing with the College are requested to make their complaint in writing or via email correspondence with : The CEO, The NSW Real Estate Training College. This policy is outlined further within the grievance procedure policy in the student handbook and the organisations policy and procedures manual. All complaints of this nature will be fully investigated.

Access and Equity

The College has a policy of Access and Equity for all students. This policy includes but is not limited to areas such as:

- Information provided to clients
 - Clients are able to access via the College website, the Student Handbook, and the Code of Practice, which together provide information on the administration processes and policies under which the College operates. In addition, the website contains information on the Qualifications and Statements of Attainment available, the mode of learning and the assessment strategies for each course marketed.

Clients are invited to call or email the College direct if they wish to clarify information provided. All employees of the college have undergone training in dealing with client enquiries, and are expected to deal with clients with respect and consideration.
- Enrolment procedures
 - Clients are invited to enrol on-line via a simple enrolment process. In addition, clients are provided with a student profile form to complete. This takes place as part of the enrolment procedure. The student profile form allows the College to ascertain if any student has special needs, in order to administer training and assessment effectively.

On line support, through email access to the College, is available, should any client require further assistance

The College will recruit students in an ethical and responsible manner, consistent with the requirements of the curriculum. Appropriately qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on the applicant's qualifications and experience.

The College will make selection decisions in compliance with equal opportunity and anti-discrimination legislation.
- Providing support for those experiencing difficulty meeting the competency standards
 - As outlined in the Assessment Delivery procedure, students who find it difficult to obtain competency in particular units of competency, have access to tutors who will provide guidance and support. Should difficulties continue, assessment processes can be altered to take account of difficulties that the learner may be experiencing. Assessment adjustments can only take place if they adhere to the fairness principles of assessment

- Dealing with Student diversity
 - All students are encouraged to complete the student profile form. This form is emailed to each student and provides an opportunity for them to detail situations that may require extra support from the College. Students are provided with web links to learning styles questionnaires to determine if their learning preferences enable effective cognitive process of on-line learning delivery.
- Use of inclusive material
 - All materials and resources provided to students are written using inclusive language and utilising methodologies that support an inclusive environment
- Opportunities for adjusted assessments
 - Where the student exhibits difficulty with the assessment method required, whether due to problems with the written work or using English if it is not their first language, or other impairments that make it difficult to undertake assessment such as cultural or linguistic needs, the College where applicable will consider other methods of assessment. These alternate methods may include verbal questioning and perusal of documented evidence by the student and employer
- Encouragement and support in applying for Recognition of Prior Learning
 - The college recognizes RPL as an important aspect of the competency based training system, and as such ensures that all students are provided with information as to its operation. Students are encouraged to make application for those units of competency where they already demonstrate knowledge and skill. The application is a user friendly document, however, should assistance be required, college staff are trained to provide appropriate information in order to support the process.
- Use of Validation methods that invite feedback from persons of diverse backgrounds
 - Throughout each educational programme, students are encouraged to complete an online feedback /evaluation form outlining the strengths and weaknesses of the following:
 - Enrolment processes
 - Administration aspects
 - Information provided
 - Training and assessment delivery
 - Quality and timeliness of assessor feedback
 - Relevance of learning outcomes to the workplace
 - Responses from the diverse group of Students will be compiled monthly and considered as part of the management function for continuous improvement processes.
- Ongoing continuous improvement and risk management audits where access and equity issues are addressed

- Continuous improvement is a major function of management and a number of systems have been implemented to ensure that stakeholder feedback is collected and acted upon. The College undertakes 6 monthly continuous improvement and risk management audits to ensure that AQTF 2007 standards are being adhered to at all times, and that any non compliance is acted upon in the shortest period of time.
- Use of Administration strategies that align with the Federal Privacy Act.
 - The College is bound to protect student's individual and personal information. All student administration processes ensure that we do not provide personal information on students and their assessments. All employees of the College are aware of the Federal Privacy Legislation and how it affects the dissemination of information, and follow College policies and procedures on the use of the student administration system and the protection of student's privacy.
- Use of Administration Strategies that align with State and Federal Human Rights Legislation
 - All administration strategies follow a set of policies and procedures that ensure alignment with legislation such as:
 - Occupational health and safety
 - Workplace harassment, victimization and bullying
 - Anti discrimination legislation
 - All staff have access to policies and procedures manuals which outline how the legislation impacts on the RTO's operations and the responsibilities of each staff member to comply with the legislation at all time. Ongoing staff training occurs, ensuring an understanding of the legislation and its impact.

Each of these access and equity issues are embedded within the training and assessment processes outlined within this Code of Practice

- Training and Assessment

All courses offered by the College are competency based courses and as such, students are required to submit a portfolio of completed tasks and activities for assessment.

Students will be assessed either Competent or Not Yet Competent. All students are given the opportunity of re-submitting assessments if they have not met the competency standards required. A student may re-submit assessment 3 times. Further re-submissions are charged at \$45 per re-submit.

Detailed information on the assessment processes are available in the Student handbook – which can be easily accessed on this site.

The NSW Training College has demonstrable experience and skill in providing or facilitating assessments, which meet the endorsed components of relevant Training Package(s) and/or accredited courses in the areas of recognition sought.

The College is committed to ensuring valid and reliable assessment of achievements against industry competency standards and all assessment undertaken remain consistent with the National Assessment Principles.

Assessor Qualifications

The College ensures that staff involved in assessment activities always meet the assessor requirements as set by either:

- The assessment guidelines of Training Packages.
- The assessment requirements of accredited courses.
- State Human Resource requirements

Mutual recognition

Under the AQTF 2007 The College acknowledges the requirement to accept certificates of qualification and statements of attainment from any other Registered training Organisation in Australia and New Zealand as per the Mutual recognition guidelines. IN some cases where the qualification is older than 5 years, particularly in modules that may have undergone substantial legislative change, the Student may be require to re-do these modules in order to ensure currency. All college staff have been trained in the implementation of Mutual Recognition and can provide information and advice where required.

Refunds

The refund policy is detailed in the Student Handbook.

Grievances and appeals

Students who wish to appeal any assessment decision, or have a complaint or concern regarding some aspect of the training and assessment services provided by the College has the right to have their concern addressed and resolved.

The grievance and appeals processes are detailed in the student handbook. They are further contained in the organizations policies and procedures manuals, which all staff have access to, and are aware of.

Continuous improvement

The College abides by the AQTF 2007 guidelines and as such ensures that a consistent and high standard of service is provided. This is maintained by continuous improvement mechanisms that ensure information provided by students is used to enhance the delivery of training and assessment. These mechanisms exist within the organisations policies and procedures and are implemented on a scheduled basis by the college CEO

External review processes

The College asks for student feedback and feedback from other stakeholders such as Industry, employers, practitioners and assessors in ensuring improvement and future development. This feedback takes the shape primarily through evaluation forms, however, intermittently, the college may develop questionnaires seeking information from students about the perceptions of client service and the training and assessment strategies. In addition, focus groups are held on a scheduled basis with students, industry practitioners and community representatives to provide input into improvement strategies.

The College recognizes the right of the Vocational Education and training Accreditation Board to conduct audits on our training and assessment processes and services. These audits are supported by the College and all assistance is provided during the process

Client service

All The College staff are trained in-house on the importance of client service and the organisations policies and procedures, to ensure that we provide a consistently high level of service. Staff attend workshops annually to ensure their knowledge of procedures, processes, policies and latest industry developments are updated

Administration

The College has set polices and procedures that govern all administration tasks associated with training and assessment and record keeping. Student, training and assessment records are kept in accordance with AQTF 2007. A version control system operates for all assessments, resource material and promotional material

Marketing

The College will market its courses with integrity, accuracy of information and professionalism.

The College will not draw false or misleading comparisons with other providers or courses.

.

Guarantee

The College guarantees to honor its Code of Practice.