

Candidates initially self assess against learning outcomes and assessment criteria of relevant units. The students trainer can advise and assist in preparing an application and documentation to support their self assessment.

Evidence considered for assessment is the RPL/RCC Application Form plus a wide range of supporting evidence. If there is sufficient evidence in the application and supporting documentation, no further assessment may be necessary. If further assessment is required, it may take any practical form consistent with the assessment criteria for the claimed competencies and the principles of validity, reliability, fairness and flexibility. The form of assessment may be negotiated with the student and may consist of interview, written assignment, workplace assessment, exam, or other method. Please refer to current fees and charges for the cost of RPL/RCC. Successful candidates are notified promptly of the RPL/RCC outcome. The students trainer will advise unsuccessful candidates of reasons for non recognition and steps they can take, including remedial training and appeal mechanisms.

If you think you may be eligible for RPL/RCC please contact the RETS office to discuss. Students wishing to apply for RPL/RCC will be given an RPL/RCC Application Kit.

Evaluation

At the completion of each course RETS will ask you to fill in a Student Evaluation Sheet. This helps us identify any problems we may have with our training and delivery and helps us improve to provide clients with a better service. We ask that you fill this sheet in and fax or post back to assist RETS in improving our systems, or letting us know that we are on the right track.

What happens if I need help?

In the instance that you need help with your assessments you can contact your assessor via email or phone.

If you need help in choosing the right course contact the RETS office, where one of our helpful staff members will provide you with the information you require. If we cannot help you we will find someone who can.

For further information on any material in this handbook contact RETS:

**Web: www.rets.com.au
 Email: admin@rets.com.au
 Phone: (02) 9798 0983
 Fax: (02) 9797 6179**



Real Estate Training Solutions Student Handbook

Introduction and Welcome

Welcome to Real Estate Training Solutions (RETS), a Registered Training Organisation (RTO) currently offering a variety of real estate training in NSW. RETS conducts training under the legislation of the Office of Fair Trading NSW, Vocational Education and Training Accreditation Board (VETAB) and the Department of Education and Training NSW (DET). RETS fulfils the requirements of the Australian Quality Training Framework (AQTF) 2007.

This Student Information Handbook provides you with information you may need whilst studying with Real Estate Training Solutions (RETS). If you enrol as a student with RETS you will be expected to comply with the policies and procedures in this handbook. If for any reason you are unsure about any information in this handbook please contact the Director of Studies for clarification. RETS reserves the right to modify, revise or supplement policies and procedures in this handbook at its discretion. Students will be provided with updates of any significant changes to policies or procedures during the course of their studies. The latest version of our Handbook can be accessed by all students from www.rets.com.au.

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Useful abbreviations

**AAC – Australian Apprenticeship Centre
 AQTF – Australian Quality Training Framework
 DET – Department of Education and Training
 RCC – Recognition of Current Competencies
 RPL – Recognition of Prior Learning
 RTO – Registered Training Organisation
 VETAB – Vocational Education and Training Accreditation Body**

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Code of Practice

Real Estate Training Solutions (RETS), as a Vocational Education and Training Accreditation Board (VETAB) Registered Training Organisation (RTO) is committed to the Principles and Standards of the Australian Quality Training Framework (AQTF 2007). All students who undergo courses through RETS have the security of dealing with an organisation that regularly undergoes rigorous auditing against AQTF.

RETS aims to provide a working and training environment for staff, trainees and students that embraces equity, fairness and respect for social and cultural diversity. Furthermore RETS nurtures an environment that is free from discrimination, harassment and racial vilification. Towards this end RETS has adopted policies for the following legislative requirements:

- Access and Equity
- Anti-discrimination
- Privacy
- Harassment
- Working with Children
- Occupational Health and Safety
- Traineeships and Vocational Education and Training

RETS also has policies on:

- Qualifications from other RTO's
- Client Selection, induction and enrolment
- Language Literacy and Numeracy
- Client Support
- Training and Assessment
- Appeals, Complaints and Grievances
- Recognition of Prior Learning (RPL)
- Fees and Refunds
- Discipline
- Administration

RETS has policies relating to each of these areas. The policies not included in this handbook can be viewed on request.

Course Delivery

RETS strives to provide flexible training for busy people. As such we provide our courses in a variety of formats, providing students with the best possible solutions for achieving their training needs. No matter how a student decides to complete a course they are provided with access to the seven day support RETS tutor hotline.

Our courses are delivered as follows:

Online - E-learning - you can access all learning material online and complete all of your assessments over the net. Your tutor can track your progress through the course, assisting you via the online student messaging system.

- ♦ To negotiate flexibly with students regarding the type of assessment, taking into account Flexible Delivery, EEO and anti-discrimination principles, and the particular needs and circumstances of clients
- ♦ To advise clients regarding RPL processes
- ♦ To make proper assessment decisions based on explicit evidence of competency
- ♦ To use more than one piece of evidence to assess competence
- ♦ To expedite assessment and to avoid unnecessary delay
- ♦ To use cost and time effective methods and materials appropriate to the assessment rigour necessary and level of risk
- ♦ To consider the authenticity, validity, reliability, relevance of the assessments to the learning outcomes,
- ♦ To systematically review the assessment evidence obtained through means such as interview, workplace assessment, and/or performance test
- ♦ To provide feedback on your assessment (signing your competency record book and/or the Assessor/Competency Record Sheet – found in the back of your Student Work Booklets)

Not Yet Competent (NYC)

Do not worry if your assessment results are marked as NYC. You may have simply forgotten to submit an assessment task or you did not achieve competency. You have the opportunity to re-submit your assessment within 14 days of receiving it back. The Trainer will state what is required of you to achieve competency.

If you have any concerns contact your trainer or the Director of Studies

Recognition of Prior Learning / Recognition of Current Competency

Recognition of Prior Learning (RPL)/Recognised Current Competency (RCC) is a form of assessment that acknowledges the full range of an individual's skills and knowledge, irrespective of how they have been acquired.

RPL/RCC involves matching what an individual already knows and can do (their competencies) with learning outcomes of units in an accredited course. A person may use RPL/RCC to gain credit in a course, or for employment related purposes. These competencies may have been gained in a variety of ways:

work experience – this includes both work that is paid e.g. working in a supermarket, and unpaid e.g. helping run the family business.

education – this includes courses taken at school or college in Australia or overseas, attending adult education classes, and training programs at work; and

life experience – this includes being a voluntary worker for a community organisation, running a household, caring for relatives, and leisure pursuits.

What matters is whether the knowledge and skills that have been gained help to meet the assessment criteria – not where or how they were gained. If an individual already has the skills and knowledge that a course of study would teach, then the person may not have to repeat that part of the course. Similarly RPL/RCC can be used to gain entry into an occupation, in situations where skills need to be recognised, and for award classification purposes.

Access to your Records

If you would like to access your personal information, you must put your request in writing to the Director of Studies. The records will be provided to the student within 7 business days. If anybody else requires access to your confidential student files, RETS will need written permission from you to release these files.

Flexible Learning and Competency Assessment

Flexible delivery is where courses are designed to emphasise flexibility of delivery and assessment to increase the opportunity for access and participation by disadvantaged students. Flexible delivery alternatives may include self-paced learning and distance modes of learning, flexible timetabling, individualised learning, on or off the job modes, etc. You will complete your course on-the-job via flexible delivery or distance learning. You will have a workplace coach or mentor who may assist you through your learning and your Assessor will be from RETS.

Assessment is competency based and is designed to determine if you can demonstrate the course competencies. A breakdown of the competencies is found in the front of each of the Student Work Booklets – ensure you are familiar with this information prior to attempting a competency – this is what your assessor will be assessing you against! Students who are unable to demonstrate competency at a given time or who successfully appeal assessment results may be reassessed at an appropriate later date. You can find out more about Assessment when you receive your Student Information Booklet, which overviews further assessment and how it works.

Assessment is in accordance with the National Assessment Principles. Assessment incorporates the principles and standards of the Australian Recognition Framework (ARF).

All assessments must meet the assessment criteria of the training package on which the program is based. Assessment may be undertaken on or off the job. If conducted in the workplace, suitable workplace assessors and assessment procedures are used. All assessment materials are appropriate to client/student needs and program delivery methods. To identify your learning and assessment needs your RETS representative will fill out a Student Induction Checklist during your induction. This Checklist will help to identify if you have any particular learning needs. If you are completing more than one unit a Training Plan will be developed for you, outlining which units of competency you should complete, which electives you have chosen, assessments you should complete from your Student Work Booklets, when you should have these completed by, if you have any RPL/RCC or credit transfer and who your assessor will be. When you, your employer and RETS have finished your Training Plan ensure you keep it in a safe place as it will act as your guide through your course.

RETS are required to ensure that compliance with the Australian Quality Training Framework (AQTF 2007) principles and standards is maintained, and to review, evaluate and adjust as necessary assessment systems and procedures for validity, reliability, flexibility and fairness of assessment.

You should be aware that your Assessors are required:

- ◆ To be fair and reasonable during assessment
- ◆ To be familiar with the field, with relevant industry standards and OH&S requirements and to be up to date with assessment methods and procedures appropriate for the clients and learning environment

Hard copy, printed material - RETS supplies you with all the materials and assessments in booklet form for you to undertake in your own time.

Face to face – RETS can come to your workplace and design a course specifically for your training needs.

Flexible on-the-job, this mode of delivery is generally undertaken by trainees, where they work and are assessed in the workplace.

For further details on all of RETS courses see www.rets.com.au

Enrolment and Induction

Students need to fill in a RETS enrolment form. Enrolment can be completed via our online enrolment form on our website (www.rets.com.au) or call our office to enrol over the phone. Once the enrolment form has been processed the student will be invoiced for the cost of the course. Course material will not be sent or given to students until RETS receipt of payment. All students have equitable access to RETS courses.

After you have enrolled with RETS and paid and received your course material you will be called and inducted into your course. With your course material you will be sent a Student Record Confidentiality Form and a copy of this Student Information Booklet. The actual course material also contains instructions and advice about completing the course.

For face to face courses all students are placed through student induction prior to course commencement.

Course Completion Timeframes

Course	Timeframe
Certificate of Registration	6 months
Real Estate Agents Licence	12 months
On-site Residential Property Manager	12 months
Buyers Agent Licence	12 months
Auctioneer Accreditation	6 months
CPD Units	12 months

If courses are not finished in the specified time frame a re-enrolment administration fee will be charged. See Fees and Charges for specifics

Issuing of Certificates and Statements of Attainment

RETS will only issue AQF qualifications and Statements of Attainment that are within our scope of registration and that certify the achievement of:

- Qualifications or industry/enterprise competency standards from nationally endorsed training packages;
- Qualifications, competency standards or modules specified in accredited courses.

The qualifications and statements of attainment will:

- Meet the requirements in the current AQF Implementation handbook, including the national codes;
- Identify the units of competency from training packages, or competencies or modules from accredited courses, that the client has attained;
- Identify RETS by its national provider number.

If you complete a course that is not part of a qualification and is not an accredited module, a Certificate of Completion will be issued.

Certificates, Statements of Attainment and Certificate of Completion will be issued within 10 days of successful course completion.

Real Estate Training Solutions does not grant the Certificate of Registration. An application form can be obtained from the Office of Fair Trading. A copy of the RETS "Statement of Attainment", denoting successful completion of the recognised requirement, should be attached to that application form. See www.fairtrading.nsw.gov.au for further details

Lost and Replacement Certificates and Results

Lost or damaged transcripts and certificates can be replaced on request. Fees apply for this replacement, which may also require the extract of student records from archived records. The details of applicable fees can be found in the Fees and Charges section of this handbook. You should allow a minimum of 7 working days to receive these.

Fees and Charges

All students must pay for their courses in advance. Fees cover course material, assessments and tutorial support seven days per week.

Payment can be made via cash, personal cheque, bank cheque, money order or direct debit. For a full list of fees and charges please contact RETS. For a full list of course costs see www.rets.com.au

Re-enrolment Fees (where students have gone over the prescribed timeframe for course completion)

Students must re-enrol within 1 month of their allotted timeframe. If a student wishes to re-enrol past the 1 month they will be required to pay the total course cost again.

Course	Re-enrolment fee
Certificate of Registration	\$100
Real Estate Agents Licence	\$150
On-site Residential Property Manager	\$150
Buyers Agent Licence	\$150
Auctioneer Accreditation	\$100
CPD Units	\$100

Lost and Replacement Certificate/Document Fees

Allow minimum 7 working days for delivery (fees include faxed copies)

RETS will not tolerate behaviour which is harassing, vilifying or bullying.

Should any staff or students believe that they have been unlawfully discriminated against, harassed (including sexual harassment) or vilified, they must immediately contact either the Director of Studies or the Principal. Any such issues raised will be handled with due diligence and in the strictest confidence. All reported issues will be documented and confidentially filed. RETS is committed to providing a work and study environment free from harassment, vilification and bullying.

Harassment (including Sexual)

Harassment can occur because of sex, pregnancy, race, marital status, disability, sexuality, HIV/AIDS status or transgender.

Sexual harassment is any form of sexual attention that is unwelcome. It may be unwelcome touching or other physical contact, remarks with sexual connotations, smutty jokes, requests for sexual favours, leering or the display of offensive material. Sexual harassment has nothing to do with mutual attractions. Such friendships are a private matter.

Sexual harassment can be a single incident, it depends on the circumstances. Obviously some actions, or remarks are so offensive that they constitute sexual harassment in themselves, even if they are not repeated. Other single incidents, such as an unwanted invitation out or compliment, may not constitute harassment if they are not repeated.

There is not onus on the person being harassed to say he/she finds the conduct objectionable. Many people find it difficult to speak up. All students are responsible for their own behaviour. If you think the behaviour may offend, then don't do it. If another person's behaviour towards you is sexual in nature and makes you feel frightened, offended, angry or humiliated, then you are being harassed.

Sexual harassment can happen to anyone, regardless of his or her sex or age. Remember: Sexual harassment does not apply to normal friendships or relationships based on mutual attraction. The attention must be unwarranted for it to be harassment.

Vilification

Vilification is the public act of a person which incites hatred towards, serious contempt for or severe ridicule of a person or group of persons on the grounds of:

- HIV/AIDS;
- homosexuality;
- race; and
- transgender (trans sexuality)

Bullying

Bullying may include verbal abuse, behaviour intended to punish such as isolation, exclusion from work-place activities and "ganging up".

RETS will ensure that employees, contractors and students understand that these types of actions and behaviour will not be tolerated in the work/study environment and will request that any behaviour which could be considered harassment, vilification or bullying cease immediately.

- Marital status (single; or, with reference to a person of the opposite sex, mated, separated, divorced, widowed or in a de facto relationship);
- Pregnancy or potential pregnancy;
- Race (including colour, nationality; descent; ethnic, ethno-religious or national origin; and immigration);
- Religious or political affiliation, views or beliefs;
- Sex, sexual harassment, homosexuality (male or female, actual or presumed), transgender or trans-sexuality (anyone who lives, has lived, or wants to live as a member of the opposite gender to their biological gender including people who are assumed to be transgender);
- actual or imputed characteristics or any of the attributes listed above;
- termination of employment on any of the grounds listed above and also on the grounds of family responsibilities, social origin, temporary absence from work because of injury or illness, union membership, participation in union activities, non-membership of a union and absence from work during maternity or other parental leave.

There are certain EEO groups that are affected by past or continuing disadvantage or discrimination. RETS is committed to providing continued support to these people. These groups are:

- women
- Indigenous Australian peoples
- people with a disability
- people from non-English speaking backgrounds
- people with English literacy and numeracy needs
- residents of rural and remote communities

Beyond these groups, and in recognition of diversity, RETS aims to respond to the needs of the local community for example:

- young and mature age people;
- people in transition from institutions;
- people who are socioeconomically disadvantaged; and
- people with family responsibilities

Implementation of this policy requires equity and diversity considerations to be embedded into all aspects of RETS planning and operations. This may be demonstrated by the development and implementation of strategies for specific equity groups as required by National and NSW agendas. And where strategies do not exist, the diversity of client/learner needs may be addressed through planning areas such as:

- staff training;
- curriculum product development and delivery;
- marketing and promotion; and
- research

Disabilities

When students are inducted into RETS courses they are asked if they have any special needs relating to participating and learning. RETS is prepared to adapt courses for people with disabilities (within reason). There may however be circumstances where it will not be reasonably practicable for RETS to adapt its courses. RETS will assist the student in accessing an appropriate learning facility

Harassment, Vilification and Bullying

Replacement of document lost or misplaced	Cost
Replacement of both Transcript and Certificate	\$25
Retrieval of results over 2yrs old from archives	\$75
Replacement of Document Folder (Certificate of Registration)	\$25

Fees Paid in Advance

Students must pay for courses prior to commencement. On receipt of payment RETS sends out student course material and the student is inducted into the course by RETS. RETS believe in protecting the fees of students who pay in advance. Fees paid in advance will be placed in the RETS Holding account set aside for this purpose. Fees will not be cleared into the RETS everyday account until the course for which the student has paid for has been sent out or commenced. If the course is cancelled by RETS or is in any way unable to run as a result of RETS, the student will be refunded the full amount of the course.

Fee Refunds

A student will be eligible for a refund where a course has been paid for but RETS has not yet sent the course material. Course material sent includes students receipt of an email and/or phone call from a tutor for online students, issuing a login and password.

To apply for a refund the student must contact the Director of Studies who will fill in a Course Refund Form and process the refund. Students will receive their refund within 7 working days. A record of the refund will be placed on the student's file.

Upon receipt of course material (signifying that a course has commenced) the student is not eligible for a refund though RETS is happy to transfer the course to another student within 14 days.

Where a trainee withdraws from a traineeship the traineeship administration fee is non-refundable.

For face to face courses a student will be eligible for a full refund if they withdraw 5 working days prior to the course commencement. Within 5 working days of a course student's who withdraw will not be eligible for a refund. They can transfer the course to another date or transfer the course to another person. Where RETS cancels a course students will be provided a full fee refund.

Qualifications from other RTOs

RETS recognises Statements of Attainment and Certificates issued by any other RTO within Australia. Where appropriate Credit Transfer will be issued.

Complaints

Any student is able to appeal against any unfair treatment or assessment.

A complaint or conflict is any matter, which arises from an act, decision, or omission, which a person considers is unjust, wrong or discriminatory and which is under the control of RETS.

Complaints relating directly to RETS or training personnel should be brought to the attention of the Director of Studies or the Principal in the form of a letter outlining the complaint, with reasons for the

complaint. The student will be given the opportunity to formally present their case to the relevant representatives of RETS within five (5) working days of the complaint. At this point the matter will be discussed and either immediate remedial action will be taken or where required arrangements will be made for a mutually agreed independent arbiter to become involved. The outcome of the complaint, with the reason for the decision, will be forwarded to the student in writing within five (5) days of the decision.

For clients who are still unsatisfied with this outcome they can lodge a complaint with the National Training Complaints Hotline 1800 000 674 or VETAB -(02) 9244 5335.

Any complaint found to be substantiated will be acted upon immediately by RETS.

Appeals Process

The appeals process is an integral part of the training and assessment system. Students who wish to appeal their assessments results should first discuss the issue with their trainer/assessor. Any student, who feels that the examination or assessment results do not reflect their true achievements, may request a re-assessment of their results within 7 days of receiving them.

Students who have reason to query their results further are entitled to have the Director of Studies review their case. This appeal must be in writing stating the course and clearly stating the reason for the appeal. Upon receiving the appeal request the student will be given the opportunity to formally present their case to the Director of Studies. Every effort is made to resolve the issue to both the student and RETS satisfaction. Where necessary external independent arbitrators may be utilised to assist in re-assessing appeals. The Director of Studies will advise the student of the appeal outcome, in writing, within seven (7) days of receiving the appeal.

For clients who are still unsatisfied with this outcome they can lodge a complaint with the National Training Complaints Hotline 1800 000 674 or VETAB -(02) 9244 5335.

Disciplinary Procedures

RETS endeavours to promote a safe and fair environment for all staff and students. Disciplinary action will occur if:

- ◆ Staff or students hit someone or endangering their safety while conducting or participating in training
- ◆ Staff or students are found to be stealing RETS property
- ◆ Students refuse to obey instructions from staff
- ◆ Students cheat
- ◆ Students failing to pay any fee or charge owing to RETS
- ◆ Staff or students engage in harassment or discriminatory behaviour

If a staff member or student is reported to have committed any of the above acts, an investigation by the Director of Studies and Principal will occur. The staff member or student will be given the opportunity to present their case at this time. If this person is found to have breached any of the above, disciplinary action will take place. Dependent upon the act this may constitute expulsion from the course/ termination of employment, or a strict penalty may be imposed

the employers responsibility under the OH&S Act to maintain that the employee (student or trainee) is inducted into the workplace and is advised of information relating to OH&S.

Copyright Act 1968

Copyright is a type of legal protection for people who express ideas and information in certain forms. The most common forms are: writing, visual images, music and moving images. Copyright protects the form or way an idea or information is expressed, not the idea or information itself. All material produced by RETS is copyrighted under this Act. RETS does not contravene the copyright act in any of its training materials or resources.

Equal Opportunity

RETS believes in equal opportunity for all employees and students regardless of sex, pregnancy, race, marital status, sexuality, age, disability, religious belief or political conviction.

Towards this commitment RETS:

- fosters a culture which values and responds to diversity;
- provides equal employment opportunity by identifying and removing barriers to participation and progression in education, training;
- offers courses which aim to overcome past disadvantages for members of staff and students;
- ensures that its staff, employees and course participants are aware of their rights and their responsibilities
- is committed to examining all policies and systems to ensure the elimination of discrimination and harassment.
- will provide a work and study environment free from vilification.

To achieve these goals RETS depends on the continued co-operation of all members of the workplace, and maintains that access and equity is the responsibility of all staff members.

Students have the responsibility to prevent harassment and discrimination against others, respect differences among students and trainers/assessors and treat people fairly, without discrimination or harassment.

Anti-discrimination

Anti-discrimination legislation relevant to RETS includes:

- NSW Anti-discrimination Act, 1977 (NSW)
- Racial Discrimination Act, 1975 (Commonwealth)
- Multicultural Australia Policy (1998)
- Sex Discrimination Act, 1984 (Commonwealth)
- Human Rights and Equal Opportunity Act, 1986 (Commonwealth)
- Disability Discrimination Act, 1992 (Commonwealth)

Discrimination includes:

- Age
- Disability (physical, intellectual, psychiatric, sensory, neurological and learning disabilities; including physical disfigurement, the presence of the body of an organism capable of causing disease and current, past, future or imputed disability);

These include the expectation that information collected about an individual is kept private, that a person's communications will be private, and that information a person provides to an organisation about him or herself will not be passed on to a third party. The Privacy Amendment (Private Sector) Act 2000 (Cth) regulates the way that private sector organisations can collect, use, keep secure and disclose personal information.

RETS adheres to the Privacy Legislation. Under AQTF certain information on students is required by the NSW Vocational Education and Training Board (VETAB) and the Department of Education and Training (DET).

RETS will only disclose information to other parties as stated above, as required by law, including VETAB and DET, or as otherwise allowed under the Privacy Act 1988. You will be required to sign a Student Confidentiality Form after you have enrolled outlining who has access to your records.

Commission for Children and Young People Act 1998

In some cases RETS staff will be dealing with children, and as such staff will be required to undertake a Working with Children Check.

All staff who may be involved with children will be given information on the working with Children Check. Applicants will be required to fill in a "Prohibited Employment Declaration" and a consent form to be screened under the Working with Children Check.

This will include information on the confidentiality of all information gathered. References (preferably a minimum of two) will be checked in relation to working with children and a request will then be made to the Approved Screening Agency (Department of Education and Training) for a check to be conducted.

Any person convicted of a serious sex offence will not be permitted to work in a position with RETS, where they may be involved with children.

NSW Occupational Health and Safety Regulation 2001/NSW Occupational Health and Safety Act 2000

The safety of staff and clients is of primary importance in all activities carried out by RETS. It is the role of the Director of Studies and the Principal to identify and assess hazards in the RETS workplace. Students can also assist in identifying and reporting any hazards they observe in the learning environment. These hazards should be reported to the Director of Studies who assesses the level of the risk and how to best minimise the risk.

RETS observes all occupational health and safety legislation and copies of the NSW Occupational Health and Safety Act 2000 available to staff. Revision of the Act is included as part of the staff induction process. OH&S is also included as part of the professional development of staff – where changes to the workplace may have OH&S implications. RETS will endeavour to meet their Duty of Care (Workcover Jan 2003 –Six Steps to Occupational Health and Safety: Duty of Care in Occupational Health and Safety) and integrate all aspects of OH&S into the organisations general culture through Training and Development, and continual professional development.

Where a trainee or student is employed in a workplace it is the employers responsibility to maintain Occupational Health and Safety. RETS can provide a self-checklist for employers to self evaluate if there are any OH&S risks or hazards, but RETS is not responsible for OH&S in a employers workplace. It is

Student Support, Welfare & Guidance

Tutoring

At any point during the course students can contact the RETS tutoring hotline 7 days a week (weekdays 9– 5pm and weekends 11 – 3pm) on 0439 000 900 or e-mail tutor@rets.com.au.

Vocational Counselling

Students may receive academic or vocational counselling from the Director of Studies, Principal or their trainer. If students would like to discuss their course, or anything related to their course they can approach their trainer or the Principal, who can advise and assist them.

Personal Counselling

If a student is having personal issues which they feel are affecting them in their learning it is suggested they contact their GP who may put them in touch with the relevant help e.g a counsellor. This may be at cost to the student.

Further Guidance Services:

Office of Fair Trading Licensing (02) 9372 9299

Property Financial Services Industry Training Advisory Body (PFSITAB)
(02) 9797 8493

Libraries:
State Library NSW
Macquarie St
Sydney (02) 9230 1414

Central Library
Town Hall House
Sydney Square (02) 9265 9053

Contact your local council for local government libraries.

Adult Migrant English Services (02) 9289 9222

Reading Writing Hotline: 1300 655 506

Department of Education and Training (DET) NSW
Aboriginal Unit (02) 9244 5426
Disability Services (02) 9244 5085

Real Estate Employers Federation (REEF) (02) 9262 4355

Traineeships and Apprenticeships 13 28 11

Language, Literacy and Numeracy Assistance

Students needing language, literacy and numeracy (LLN) assistance are identified on enrolment. In most cases, LLN support can be provided. Where only a low level of support is needed, the Director of

Studies may arrange for the student to receive extra-curricular assistance from the trainer or another staff member. Where extensive support is needed the student will be referred onto a LLN specialist. This may attract a fee. Where an applicant's LLN deficiency will clearly inhibit achievement of learning outcomes and the applicant refuses LLN support, enrolment may be declined. If you feel you need assistance with LLN, please do not hesitate in contacting the Principal or Director of Studies

Face to Face courses

Punctuality

Students are required to be punctual. Please ensure that you arrive at your training or assessment session at the pre-arranged time. Delays in commencing training or assessment activities may cause delays to completing training for yourself and others.

Absences

If you are absent from a training session you are expected to make up the training missed. Students who wish to leave a training session early are to tell their trainer who will provide you with any information you may need to complete.

Smoking

There is strictly no smoking in or during any of our face to face classroom courses. Those wishing to smoke must leave the building completely.

Contacting your tutor

All students have access to a tutor seven days a week, via email and phone. Students will be given these details during their induction.

Assessments for face to face students

If you do not complete your assessments on the day of your training course they can be posted to:

RETS
PO Box 1456
Ashfield, NSW, 1800

Students assessments are general marked within 7-10 days of receipt.

Classroom Behaviour and Attendance

RETS is legally bound to ensure that all student attendance is monitored and as such records student attendance. For classroom based courses attendance in class is paramount to successful completion of learning outcomes and assessment materials.

It is expected that your behaviour in class ensures a positive learning and teaching environment. In order to provide for such an environment it would be appreciated if the following could be adhered to:

- Mobile phones and pagers should be switched off.
- Please try to avoid being late for class both at the beginning of the day and on return from breaks.
- RETS and its trainers retain the right at all times to refuse entry to late comers and to remove disruptive students from the classroom.

Legislation Compliance

RETS ensures that compliance with Commonwealth, State/Territory legislation and regulatory requirements relevant to its operations is integrated into its policies and procedures and that compliance is maintained. RETS identifies and complies with relevant State and Territory laws including:

- Vocational Education and Training Act 2005
- NSW Occupational Health and Safety Regulation 2001
- NSW Occupational Health and Safety Act 2000
- NSW Anti-Discrimination Act 1977 (including all Acts to 1997) (see page 11)
- NSW Apprenticeships and Traineeships Act 2001
- Apprenticeship and Traineeship Regulation 2005
- Privacy and Personal Information Protection Act 1998 (Commonwealth National Privacy Principles)
- Commission for Children and Young People Act 1998 and the Child Protection (Prohibited Employment) Act 1998 and Child Protection Legislation Amendment Act 2002– Working with Children Check
- Property, Stock and Business Agents Act 2002
- Property Stock and Business Agents Regulation 2003
- Residential Tenancies Act 1987
- Fair Trading Act 1987
- Trade Practices Act 1974
- Copyright Act 1968

RETS also complies with the Acts found in the Access and Equity section of this Handbook. Copies of all of these Acts and Regulations can be found at <http://www.austlii.edu.au>

Vocational Education and Training Act 2005

The Vocational Education and Training Act 2005 is the New South Wales legislation that establishes the NSW Vocational Education and Training Board (VETAB).

The objects of the Act are:

- (a) to provide for the accreditation of vocational courses conducted within New South Wales;
 - (b) to provide for the registration of people and organisations that conduct vocational courses;
 - (c) to provide for the approval of people and organisations (other than official universities) that provide courses to overseas students within New South Wales;
 - (d) to promote consistency of standards in vocational education and training; and
 - (e) to encourage the recognition of vocational courses that are accredited under the Act.
- VETAB's responsibilities are outlined in section 6 of the Act.

Apprenticeship and Traineeship Act 2001

(administered by the NSW Department of Education and Training)

This Act relates directly to the administration of apprenticeships and traineeships in NSW and sets out the roles and responsibilities of the Commissioner for Vocational Training, employers, apprentices and trainees, as well as other bodies involved in the apprenticeship and traineeship system in NSW.

Privacy and Personal Information Protection Act 1998

Privacy legislation was introduced to protect consumers and the public from having their personal information accessed and used. Under the Privacy Act 1988 a person's private information cannot be divulged unless that person gives you permission to do so. Privacy embraces a number of concepts.