



Student Information Handbook

**Enrolment, Training, Assessment Procedures
and Policies**

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Introduction

This information kit is designed to assist you in understanding, achieving and recording your competence in real estate industry standards that will lead you to a qualification. –

- a Statement of Attainment for individual competencies or
- eligibility for registration as a sales consultant or property manager or ultimately the Certificate IV in Property Services (Real Estate) or
- eligibility for Licensing in the ACT (Statement of Attainment)

These qualifications can be achieved through a variety of pathways.

In order to receive a qualification you must demonstrate that you can perform skills and apply knowledge listed in the appropriate competency standards.

There are many pathways to achieving your qualification and training may not always play a part in this process. If you can demonstrate that you already can perform the skills competently you may be able to receive credit for that particular unit of competence. This process is known as the Recognition of Prior Learning (RPL). You may need to undergo training in another area where you cannot demonstrate competence.

The Enrolment Process

To enrol in the Certificate IV in Property Services (Real Estate), Continual Professional Development (CPD) or ACT License Program you may discuss your training or assessment needs with a member of our staff and then complete a Registration Form and make arrangements for payment of the course.

You must then make a decision as to which pathway you will choose to achieve your qualification. The pathways can be through

- (a) assessment for recognition of your current competency
- (b) formal face to face training with assessment activities or
- (c) on line self paced learning and assessment or
a combination of (a) (b) and (c)

What is competency?

Competency occurs when the required skills, knowledge and attitude exist for a person to perform a particular task in the workplace. Competency based assessment judges evidence of competence collected by a candidate to determine if they possess a

competency found in the real estate industry standards. These standards have been defined as those required for effective performance in the workplace.

What are competency standards?

Competency standards are statements describing the skills and knowledge required to undertake work involved to practice in the real estate industry. The standards have been organised according to the various job functions that can be found in the real estate industry – sales, property managers, administrators. These standards have been developed through intensive consultation with industry practitioners, regulators and Real Estate Institutes.

What does assessment involve?

Assessment is the process of gathering evidence to determine your competence against agreed competency standards. A qualified assessor who plans the assessment against the standards, not your personality, conducts the assessment. The assessor is also required to record the process. The assessor is required to be fair, flexible and honest.

There are four stages to the assessment process

Stage 1 Establishing the purpose of the assessment

- To recognise existing skills
- To determine training needs
- To sign off for a qualification

Stage 2 Planning the assessment

This stage involves the collection of evidence through consultation between the assessor and yourself. A formal agreement to proceed is signed after the contents have been explained to you. You will also enter into an agreement of when and where the assessment will be conducted.

Stage 3 Conducting the assessment

The assessor will check that you are happy to continue with the assessment. The assessment will then continue using a variety of evidence sources – observation, questioning, workplace projects, documents, certificates, etc. The assessor will then make a decision and give you feedback. It may be that you will need to provide additional evidence before a decision can be made. The assessor will then complete the required paperwork to issue you with a record of your assessment and/or appropriate Statements of Attainment or Certification.

These records are then stored in a secure and confidential file for future reference.

Stage 4 Reviewing the assessment

The assessor will review your assessment to ensure that they have met the requirements of validity, objectivity, reliability, authenticity, sufficiency, currency and consistency.

The Recognition Process

To obtain recognition for the Certificate IV in Property Services (Real Estate) or ACT License Course units, you will need to collect evidence of your competency and present your portfolio to one of our assessors. This process is known as competency based assessment.

To make this process as straightforward as possible, we have prepared this Kit that provides advice about what evidence you should collect and how to collect it.

Why apply for Recognition of Prior Learning (RPL)?

You can apply for a National Qualification for all, or any number of units for which you can demonstrate your competence, without undergoing training.

Where you have achieved competency in another Registered Training Organisation, you may also apply for a credit transfer where appropriate. The RPL Kit allows you to be assessed by qualified assessors on your knowledge, attitudes and skills acquired through life, work and educational experiences both formal and informal.

Qualifications

A variety of Units of Competency have been developed and grouped together to form the **Certificate IV in Property Service (Real Estate)** qualification.

To be able to receive a qualification, a candidate must demonstrate that they can perform the items and apply the knowledge described in the competency standards.

You are required to complete the assessment in the following units which are divided into core and elective units. The elective units have focused on a sales perspective to equip you to perform as a professional and competent sales consultant and/or administrator.

Should you wish to commence work as a salesperson or property manager in the ACT you will be required to undertake the 5 'core' units in the Certificate IV. You can then undertake further units of competencies through CPD (a mandatory requirement to renew registration or licenses in the ACT or NSW) to articulate into a full qualification. The units of competency below will be assessed and delivered in 3 streams (core registration; sales; property management) to ensure a holistic learning and assessment experience although as mentioned above, individual units can be undertaken to fulfil CPD requirements. These may be delivered either face to face or online.

Certificate IV in Property Services (Real Estate)

*** Competencies marked with (*) are also designated units for registration requirements by the ACT Agents Act 2003 Regulations**

Unit	Title
Core	
CPPDSM4007A*	Identify legal and ethical requirements of property management to complete agency work
CPPDSM4008A*	Identify legal and ethical requirements of property sales to complete agency work
CPPDSM4009A*	Interpret legislation to complete agency work
CPPDSM4015A*	Minimise agency and consumer risk
CPPDSM4080A*	Work in the real estate industry
Electives	
CPPDSM3008A	Maintain and protect condition of managed properties
CPPDSM4002A	Apply knowledge of state or territory legislative and regulatory framework to complete agency work
CPPDSM4003A	Appraise property
CPPDSM4005A	Establish and build client-agency relationships
CPPDSM4010A	Lease property
CPPDSM4011A	List property for lease
CPPDSM4012A	List property for sale
CPPDSM4013A	Market property for lease
CPPDSM4014A	Market property for sale
CPPDSM4016A	Monitor and manage lease or tenancy agreement
CPPDSM4017A	Negotiate effectively in property transactions
CPPDSM4018A	Prepare and present property reports
CPPDSM4019A	Prepare for auction and complete sale
CPPDSM4020A	Present at tribunals
CPPDSM4022A	Sell and finalise the sale of property by private treaty
CPPDSM4046A	Manage tenancy disputes
CPPDSM4049A	Implement maintenance plan for managed properties
CPPDSM4056A	Manage conflict and disputes in the property industry
CPPDSM3017A	Work in the strata/community management sector

ACT License Course

* Competencies marked with (*) are also designated units for license requirements by the ACT Agents Act 2003 Regulations

18 units are required in total (6 core; 4 common; 8 elective)

	Core Units
CPPDSM4006A*	Establish and manage agency trust accounts
CPPDSM4007A*	Identify legal and ethical requirements of property management to complete agency work
CPPDSM4008A*	Identify legal and ethical requirements of property sales to complete agency work
CPPDSM4009A*	Interpret legislation to complete agency work
CPPDSM4015A*	Minimise agency and consumer risk
CPPDSM4080A*	Work in the real estate industry
	Common Units
BSBMGT502B	Manage people performance
BSBHRM402A	Recruit, select and induct staff
BSBMGT605B	Provide leadership across the organisation
CPPDSM5012 A	Develop a strategic plan in the real estate industry
	Elective Units (choose 8 from list below)
CPPDSM3008A	Maintain and protect condition of managed properties
CPPDSM4002A	Apply knowledge of state or territory legislative and regulatory framework to complete agency work
CPPDSM4003A	Appraise property
CPPDSM4005A	Establish and build client-agency relationships
CPPDSM4010A	Lease property
CPPDSM4011A	List property for lease
CPPDSM4012A	List property for sale
CPPDSM4013A	Market property for lease
CPPDSM4014A	Market property for sale
CPPDSM4016A	Monitor and manage lease or tenancy agreement
CPPDSM4017A	Negotiate effectively in property transactions
CPPDSM4018A	Prepare and present property reports
CPPDSM4019A	Prepare for auction and complete sale
CPPDSM4020A	Present at tribunals
CPPDSM4022A	Sell and finalise the sale of property by private treaty
CPPDSM4046A	Manage tenancy disputes

Collecting evidence

All your evidence must be:

- Valid** (or relevant) – Your evidence must focus on and be directly relevant to the broad range of knowledge and skills (and their application) specified in the performance criteria and evidence guides in the relevant competency standards. There must be a logical sequence between the cited evidence and the performance criteria
- Sufficient** – You must collect enough evidence to satisfy the assessor that you are competent across all aspects of the unit(s) of competency. The range of variables and evidence guide in the competency standards will help you here.
- Current** – The assessor must be satisfied that your competency is current and you can still perform the task..
- Authentic** – The assessor must be satisfied that the evidence that you submit relates to you and not some other person. To ensure that your evidence is authentic, we would like your supervisor or reliable third parties to verify any indirect evidence that you submit. We may also ask you questions during an interview.

Types of evidence

There are three types of evidence. ie.

- Direct evidence
- Indirect evidence
- Supplementary evidence.

Direct evidence of a candidate's performance is gathered by an assessor. For example, we may observe you performing in the workplace or ask you questions about your work during an interview.

Indirect evidence is evidence submitted by you, the candidate. This could be items that you have produced such as documents, course documents, assessment materials and reports. Other examples of indirect evidence are certificates, qualifications and video or audiotapes.

Supplementary evidence is evidence from a third party or other sources. This could include supporting statements from your supervisor and peers, feedback from clients and reports from subordinates.

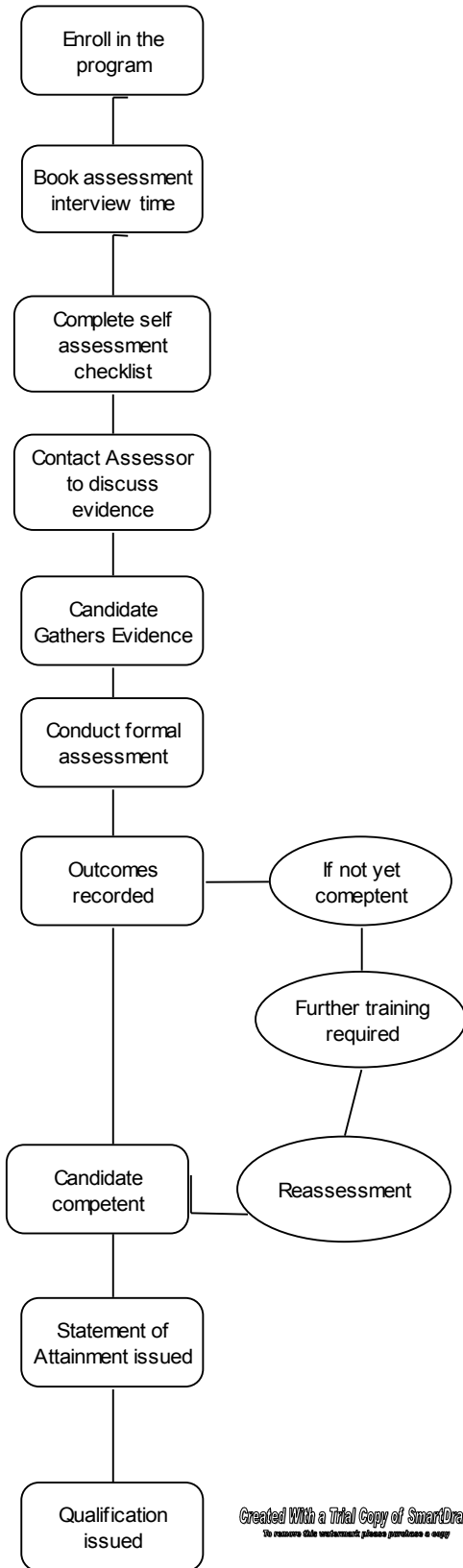
Remember that in order to be assessed as competent in a unit, your evidence, in all its forms, must satisfy ALL the stated elements and performance criteria for that unit. Should this not be possible, you will be required to undertake training for the unit in a course of study.

Possible sources of evidence

You need to gather a portfolio of supporting evidence dealing with your current and previous experience in real estate. Particular sources of evidence are suggested below

Third Party Reports	Reports from supervisors Reports from clients, customers,
Personal Statement	Outline of your relevant work history, with full job descriptions
Workplace Documents	Duty statements;
Training Records	Attendance at previous training courses: Curriculum Vitae
Testimonials and awards	

Assessment Procedures to be followed to Achieve Recognition



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Who will be Assessing You?

You will be assessed by a qualified assessor who holds qualifications of Certificate IV in Training and Assessment and is also competent in the units of competency you are being assessed against.

What if I disagree with their decision?

Should you disagree with the outcome of your assessment, Academy of Real Estate will provide an opportunity for you to ask for a review which will be conducted by AORE. This process will be clearly documented and you will be given feedback on the result. The AORE Appeals Policy is located in Part B of this manual.

Does the Assessment Process Get Reviewed?

AORE has a review procedure which will evaluate the assessment process against the principles of validity, reliability, flexibility and fairness.

The assessment process will be reviewed to ensure consistency in evidence and interpretation and that the assessments are in line with real estate trends and requirements.

Candidates', assessors' and employers' feedback taken from feedback sheets and discussions will be used in this review process.

What about the Confidentiality of my Evidence?

All hardcopy evidence gathered is treated with strict confidentiality and in line with the Privacy Act 1988 requirements. Soft copy records are protected with passwords and backed up daily to protect its integrity. Your records will be stored in a safe and secure file.

Access to your records is restricted to the assessor and AORE staff unless you provide written authorisation to release this information to a third party.

How will I know the result of the Recognition Process?

Your assessment result will be given in a feedback session which may be conducted at the end of the interview or on another negotiated occasion. It may be that you will need to provide additional evidence to complete the process. This will be discussed with you and a negotiated time for this to be presented. This will only relate to the units where you have not completed or been deemed competent.

The assessor will aim to give you timely results. Once you have been deemed competent, the assessor will complete your Competency Record of Performance.

How Many Times Can I Apply for Reassessment?

Should you require reassessment if you have been deemed not yet competent after your second assessment for a unit, AORE will require you to undertake formal training in the area where you are having difficulty. Further reassessment will follow to ensure you have acquired the skills and knowledge for that competency. If on the third attempt you have not achieved competence, a range of options will be discussed with you and your employer.

Preparing for your Recognition of Prior Learning Interview

- Prepare an up-to-date Curriculum Vitae, or Resume, that sets out your recent experience in the area of Real Estate. Mention examples of:
 - significant projects that you have undertaken or managed
 - significant products that you have developed
 - professional documents (eg. qualifications, result notices, diary extracts, membership of professional organisations, contracts)
 - relevant life experiences not associated with your paid work.

- If you are currently working in the real estate industry as a salesperson, property manager or office manager; prepare a job description that gives details of:
 - your duties and the tasks that you regularly perform
 - where you fit into the organisation
 - your responsibilities, limits of accountability, who you report to.

- Look at each of the units of competency and choose which of the core and elective units are likely to match up with your existing skills and knowledge.

- To confirm your decision, look at the elements of competence, performance criteria and the evidence guide for each of the likely units more closely. Does your previous experience and current competencies still appear to match the requirements?

- Jot down relevant things that you already know or have done recently. Talk to a colleague, or supervisor, and “brainstorm” ideas together. Hopefully, they will ask you questions like:
 - “Remember when you did.....”
 - “Didn’t you assist with?”Questions like this will help you trigger other possible sources of evidence. Add to, or clarify, your growing list of possible evidence.

- Note whether you have the evidence in a suitable form already or whether you will have to collect it. You will need to have your supervisor verify that products that you submit as evidence were produced by you.
- Collect and document your evidence for the units you have chosen. To help you, use the Self Assessment Evidence Forms for each unit in this Recognition Kit to record and present your evidence

Some Important Points

Providing evidence is not simply a matter of gathering as much evidence as possible and leaving it to the assessor to sort out. You must provide annotations to demonstrate how the evidence is relevant to the competency and why the specific examples have been included. ie

- Write a personal supporting statement, in the space provided, to show how your experience relates to the particular unit.
- Collect supporting statements from your supervisor, colleagues, team members, clients or customers using the forms provided (make as many copies of the third party statement evidence form for each unit as you need).
- Collect copies of small documents, or sections that are relevant to the unit and have your supervisor, or reliable third party, verify them as your work.

Should the evidence be a previous Qualification, this must be viewed in its original state by the assessor and a copy supplied as well

Units of competency may overlap with each other. If they do, you may find that the evidence you present for one unit can be used for another unit as well.

Complete the Portfolio Cover Sheet with your contact details. Indicate which units you are seeking recognition for. Indicate whether you have attached a CV and/or job description. Submit your evidence and then arrange a suitable time for an interview (usually at least one-week later) with a qualified assessor

Complete the interview by explaining your evidence, providing answers to the assessors' questions.

You may bring a support person to the interview with you to provide additional evidence, authenticate your application and/or to support you. You will be given feedback and the assessment decision at the end of the interview.

Documentation to complete

The following forms will also need to be completed.

1. Enrolment form
2. Agreement to Proceed with Assessment
3. Student Acknowledgement of Policies and Procedures
4. Application for Award

You will be provided with a Candidate Record where the outcome of your RPL will be recorded.

Candidates with Specific Learning/Assessment Needs

AORE has identified support services which are available for any candidates who have specific learning or assessment needs as a result of a disability or cultural or linguistic differences.

These needs must be brought to the attention of the course coordinator or training manager. There is provision for you to bring this to the assessor's attention on the Agreement to Proceed document or at any time in person to the assessor. This will be discussed in confidence and recorded to enhance the opportunities for you to learn and succeed. AORE has supplied a Special Consideration Policy in Part B of this manual.

The support services relate to

- Support at your RPL interview
- Alternative methods to be assessed against competencies
- Advice and support in researching and writing the application and/or assessments
- Provision of a workplace mentor/buddy

Checklist for RPL Applicants

- Collect and complete an RPL application form
- Lodge your completed RPL application form with Training Manager at AORE
- Complete an enrolment form
- Prepare for your RPL interview and gather your evidence using the Information kit
- Attend the RPL interview – bring along

- your copy of your application
- your self assessment sheets,
- your evidence,
- a support person if you wish

Complete forms to indicate your agreement with the assessment decision and have received feedback

If deemed Competent have your result recorded in your Competency Record of Performance

AORE will recognise other accredited RTO's qualifications and statement of attainments during the recognition process of assessment planning.

Qualifications and Certification

On completion of the qualification or course in which you have enrolled you will be provided with an assessment result including a record of your performance (academic transcript) and certificate which is proof of your competency achievement.

The following results are possible

Competent	The student has demonstrated competency in all the learning outcomes for the unit, either through learning/ assessment or recognition pathway
Not Yet Competent	The student has been assessed and has not demonstrated competency in all of the learning outcomes for an individual unit
Withdrawn	The student has withdrawn from the unit and not completed the required learning outcomes
Exempt	The student has been granted a credit transfer by demonstrating evidence that they have studied the unit previously
Deferred result	This indicated that the assessment has not been finalised or fees are outstanding.

A certificate will be issued once the student has completed the units or units in which they have enrolled.

Statements of Attainment

A Statement of Attainment is issued by a Registered Training Organisation (RTO) when an individual has completed one or more units of competency from nationally recognised qualification/s or course/s.

A Statement of Attainment will be issued should the student be undertaking mandatory CPD (i.e. a single unit of competency to be used to renew registration or licensing) or complete the ACT registration courses or sales or property management streams or ACT

License Program. It may be possible through the continued accumulation of Statements of Attainments to complete the requirements for a full qualification e.g. Certificate IV or Diploma.

Online Learning

AORE provides options for students to undertake learning and assessment for units of competency online. This gives students greater flexibility to address the learning needs and is particularly suited to completion of CPD industry requirements.

To undertake units online you will be required to contact the AORE Training Manager at info@aore.com.au to enrol and pay your fees. You will then be given a log on and password. This will take you into the AORE 'E' Experience environment where you can work at your own pace to complete a unit of competency. Detailed information will be provided to you in the 'E' Experience home page on how to work through the unit and complete and submit your assessment. Additional support is provided should it be required to work in this medium.

Finally ...

AORE is committed to providing you with quality training and assessment for you to achieve your real estate qualification. We are here to assist you at every stage and welcome your feedback and queries.

Should any part of the processes described in this Handbook need further clarification please contact the Training Manager on 6209 1540 and we would be happy to take the time to address your issues.

General Course Information to students

Academy of Real Estate Policies

Academy of Real Estate (AORE) policies for:

- ◆ Equal Opportunity
- ◆ Special Consideration and Support
- ◆ Student Support Services Policy
- ◆ Mutual Recognition and Recognition of Proper Learning
- ◆ Access and Equity
- ◆ Complaints Resolution
- ◆ Privacy
- ◆ Prevention of Bullying and Violence
- ◆ OH and S
- ◆ Plagiarism/Cheating
- ◆ Assessment

are available on the AORE website.

The AORE policies for complaints, plagiarism, special consideration, assessment and appeals are also included in this booklet. It is the responsibility of all students to ensure they have read and understood AORE policies. We then ask you to sign off on the Student Acknowledgement form to ensure you have understood all the issues outlined in the policies.

Access to the AORE Training Room – City Plaza Building

Access is gained to the second floor of City Plaza by the elevator which is found next to the Ardeche Restaurant. City Plaza is a security building and the elevator will not operate without security passes between the hours of 7am and 7pm.

Smoking

Students are advised that the training areas for AORE are Smoke Free Zones. This extends to entrance areas for the City Plaza building.

Parking

Parking is the responsibility of each student so ensure you have allowed sufficient time to find a car park and have money available for paid parking. The most accessible parking is in the Canberra Centre.

Mobile Phone Use

Please ensure mobile phones are turned off during classes. Should there be a requirement to have the mobile on, please discuss this with the trainer prior to the commencement of the class

Tea and Coffee Facilities

These are available to students throughout the duration of the courses.

Food Facilities

A small bar fridge and microwave are available for food storage and food preparation. Please ensure you leave the area clean and tidy after use. Individual classes may choose to make group arrangements for the provision of snacks and this is normally organised at the beginning of courses.

Punctuality

Students are required to be seated and ready for tuition by at least 5 minutes before the nominated start time for class. This ensures an efficient use of the training time and respect for other attendees and the trainer. Should there be a situation where this is not possible, students are required to call the trainer directly (their trainer will give the contact number at the first class) or call Training Manager on 6209 1540. Please remember that late entry to a class can be very disrupting and please minimise the disruption as much as possible.

Course Evaluation

Students are advised that at the completion of some streams of study and the finalisation of the course, they are requested to complete an evaluation form as honest and open feedback on a number of issues regarding the course. This is to be submitted to the presenter or an AORE representative.

Dress Code

AORE is a professional business environment and students are expected to come in professional dress accordingly.

Student Behaviour

Whilst in the AORE Training Rooms, students should remember that they are representing the industry and should behave in a professional manner.

Student Attendance

Students are to attend a minimum of 90% of the classes. Should student attendance fall below this figure and there be no special consideration situation present, students may be asked to re enrol. This decision will be made by the Director of AORE.

Emergency Plan for Course Attendees

Fire or other Emergency Situation Detected by Trainer or Course Attendee

- Remove everybody from immediate area (ie, Students, AORE Staff)
- Raise Alarm (set off fire alarm or notify AORE staff member or reception)
- Control or Contain where appropriate (close doors, or use fire extinguishers).

- Evacuate if required as follows:

Evacuation Alarm Sounded

- Trainer to pick up attendance list.
- Training room to be evacuated in a calm and orderly fashion through the closest safe exit which is the exit stairwell located in the left hand side hallway of the elevator, to assembly area.
- Alert others in the vicinity if safe to do so.
- Trainer to conduct a head count of course attendees using attendance list.
- Trainers to report to fire warden that all course attendees are accounted for or advise of any missing attendees.
- Remain at safe assembly point until fire warden or emergency services advise otherwise.

Aggressive, Armed or Dangerous Person

This may be an intruder or course attendee:

- Remain Calm.
- If possible negotiate to remove person from the classroom.
- Send another course attendee for assistance to the training area, reception or to any AORE staff if safe to do so.
- Call the police.
- Debrief— counselling is available to any course attendee or trainer upon request.

First Aid

A first aid kit is located in the kitchen area on the first floor under the sink

- Make the person involved as comfortable as possible.
- Send another course attendee to request assistance from the training department, reception or any AORE staff representative, who will notify any trained AORE first aid officer.
- Call ambulance if required.

Assessment Submission Procedure

1. All assessment to be typed. Ensure the work is spell checked and
 - a. Typed in Arial font 12pt on (except for forms completed by hand)
 - b. A4 white paper
 - c. Printed on one side only
 - d. Stapled on top left hand side
 - e. Not submitted in a folder or plastic covers
 - f. Mailed or hand delivered (no faxing or emailing) to the training manager at 91 Northbourne Avenue

- g. Number all pages
 - h. Leave a wide margin for comments
 - i. Label all diagrams and tables clearly
 - j. Where appropriate, provide a bibliography of resources
 - k. Attach the completed assessments to a completed cover sheet which indicates which assessments (by number) should be included.
2. Assessment cover sheets will be distributed with your manuals on the first day of your course. A copy of the assessment sheets will also be provided on a CD with all required assessments. Ensure these are completed correctly.
3. When assembling your submissions it is your responsibility to
 - a. Complete these clearly with ALL information and
 - b. Sign the plagiarism declaration
 - c. Attach the completed assessment.
4. Each question must be fully typed and included before the answer.
5. Do not include more questions than what the assessment cover sheet covers
6. You must make two copies of (or photocopy) each cover sheet. One to be handed to AORE with your original submission and the other to be retained by you, the student.
7. It is also recommended that you either keep “e” copies of your work or photocopies for your own records
8. You will be given a deadline for submission of your assessments by the trainer
9. Should you not be able to meet these deadlines, consult the special consideration policy
10. Ensure you have included all parts to the question
11. All submissions must be hand delivered or mailed to Training Manager, Ground Floor 91 Northbourne Avenue. (6209 1540) They are not to be given to the trainer.
12. The trainer may field questions from students, using their discretion, when assessments are given
13. If a student is deemed not yet competent in a submission and resubmissions are required, include the original cover sheet with the new work i.e. only the

questions that need resubmissions, directly behind the cover sheet followed by the original work. You have two weeks to resubmit work.

AORE Standards of Practice

General

AORE will:

- Maintain adequate and appropriate insurance including public liability, professional indemnity, building and contents and Work Cover.
- Advise the Department of Education and Training (DET) in writing of any changes to the information contained in the application for registration.
- Allow the DET or its agents access to learning records, delivery locations and staff for the purpose of auditing performance or verifying compliance with the Conditions of Registration.
- Supply DET with delivery details for each course and module in the Scope of Registration including student information in accordance with DET — AVETMISS requirements.
- Send all records of student results to the DET for archiving in the event of AORE ceasing operations.

Educational

AORE will:

- Adopt policies and management practices which maintain high professional standards.
- Maintain a learning environment that is conducive to the success of the students.
- Deliver courses as per its Scope of Registration, and ensure that the facilities, methods and materials used in the provision of learning will be appropriate to the outcomes to be achieved.
- Maintain systems for recording and archiving student documentation.
- Maintain confidentiality of all records.
- Conduct regular review of policies and procedures and review of course content, delivery and client satisfaction.

Copyright

Unless otherwise negotiated, all learning materials provided by AORE are copyrighted and are subject to all copyright provisions unless the express written agreement of AORE is sought and obtained.

Commitment to students

AORE is committed to its students and will:

- Provide training services to practitioners and the general public to ensure educational requirements are met for entry to the industry.

- Provide professional development opportunities that instil a sense of ethical behaviour based on practice standards within the Industry. To this end the educational programs are industry based and delivered by qualified trainers with the necessary training, professional and practical skills and experience.
- Ensure that all levels and all perceived needs are catered for in regard to your career development through education and training. All professional development and educational programs follow clear objectives and course delivery and review is continually monitored based on relevant changes within industry and educational structures, whilst taking into account student requirements.
- Maintain an effective learning environment. This includes following all Equal Employment Opportunity, and anti-discrimination principles and legislation and making provision for those with disabilities, learning difficulties and language and literacy problems.

Student information and selection

AORE will:

- Ensure that any marketing to students will be conducted at all times in an ethical and responsible manner.
- Ensure that student application and selection processes are advertised ethically and comply with access and equity principles.

AORE will provide accurate, relevant and up-to-date information to students and/or clients prior to commencement. This will include, but not be limited to:

- A copy of this Code of Practice.
- The certification to be issued to the student upon completion (full or partial) of the course.
- The competencies to be achieved during the training.
- Assessment procedures.
- Arrangements for Recognition of Prior Learning
- The feedback procedure.
- Information concerning the facilities and equipment available and other student / client support services.
- Any application processes and / or selection criteria.
- Any fees and costs involved in undertaking the training.
- The fees refund policy.
- Timely access to student individual personal records through application to the training manager
- Access to all Education and Professional Development policies.
- Provide students and/or clients with access to a current copy of the course curriculum and information regarding the program of study, availability or

learning resources and any appropriate support services. Ensure that learning and assessment occur in accordance with the requirements

- Ensure that learning and assessment occur in accordance with the requirements of the accredited course.

Inducting New Students

AORE is committed to inducting students at the commencement of each course.

Induction information will be made available to students at the commencement of each workshop as well as prior to the commencement to the course.

The following is an outline of what is covered during induction:

- Discussion of building access and facilities.
- Details of emergency procedures, emergency wardens, first aid, accident/injury reporting, security and occupational health and safety.
- Policies for privacy, equal opportunity, prevention of harassment and bullying and handling student complaints/appeals.
- Information on Training Packages, competency-based training and assessment, vocational education and training requirements and policies.
- All course attendees are expected to dress in business dress for a professional environment. If currently working with an agency, professional dress of the day is required.
-

Quality Assurance and Improvement

AORE will:

- Ensure that the documented procedures for managing and monitoring all learning operations and reviewing student and client satisfaction are conducted on a regular basis and are consistent with the AORE Policies and Procedures for:
 - Version Control
 - Continuous Improvement
 - Risk Management
 - Assessment Policy

Use of National and State logos

The AORE use of the Nationally Recognised Training (NRT) logo will:

- Ensure the AORE Qualifications and Statements of Attainment are only issued in accordance with the AORE scope of registration and the NRT logo is printed in accordance with the Nationally Recognised Training Logo specifications.
- Ensure that the NRT logo is only used to advertise in accordance with the NRT logo specifications. The AORE only advertises using the NRT logo courses under its scope of registration or makes any reference to recognised training or as being registered to issue qualifications in accordance with the authorities' conditions of use.

Ethical Marketing and Advertising

AORE will ensure that the marketing and advertising of training and assessment products and services is ethical, and that:

All marketing material is approved by the Director of AORE to ensure the integrity of all materials.

- For any advertising referring to a particular individual or organisation the AORE will have obtained, prior to advertising, that individual or organisations written permission.
- The AORE is committed to ethical marketing and will adopt policies and management practices that maintain highly professional standards in the marketing and delivery of its products and services. The AORS will market its products and services with integrity, accuracy and professionalism, avoiding vague and ambiguous statements to safeguard the interests and welfare of all clients.
- In the provision of this information, no false or misleading comparisons will be drawn with any other provider or course and the AORE will ensure that all advertising is accurate under its scope of registration.

AORE Staff

AORE will:

- Provide trainers who have:
 - (a) Demonstrated competencies at least to the level of those being delivered.
 - (b) Demonstrated achievement, or working towards the achievement, of Training and Assessment qualifications.
 - (c) Industry experience that is current and relevant to the particular course or modules that they are involved in delivering.
- Ensure that staff selection and professional development is clearly identified and undertaken by a person or persons with relevant qualifications and experience in accordance with the Australian Skills Quality Authority (ASQA) and National VET Regulator (NVR).

Learning Environment

AORE will:

- Comply with all laws relevant to the operation of the learning premises eg. occupational health and safety and fire regulations, equal opportunity and workplace bullying and violence.
- Ensure that learning premises are of adequate size and have adequate -heating, cooling, lighting and ventilation.
- Ensure that learning facilities, equipment and other resource materials are adequate for the course being delivered and are maintained in good order and repair.

Issue and Re-issue of AQF Certificates / Statements of Attainment

AORE will:

- In accordance with the NVR the AORE will only issue Qualifications and Statements of Attainment to students who satisfactorily complete the requirements of accredited courses within the Scope of Registration.
- The AORE will ensure that the qualification or statement of attainment reflects the qualifications or industry competency standards from a nationally endorsed Training Package or a qualification, competency standards or modules specified in an accredited course (eg ACT Registration or ACT License Program).
- Each qualification or statement of attainment will comply with the NVR and will include: -
 - (a) Academy of Real Estate Registered Training Organization Provider Number
 - (b) The name of the recipient (student).
 - (c) The name and national code of the course.
 - (d) Identification of the national competencies achieved.
 - (e) The number of the Statement.
 - (f) The date issued.
 - (h) The signature of an authorised member of staff within AORE and
 - (i) Reference to the fact that the course was conducted with the authorisation of the NVR and ASQA with the Nationally Recognised training logo (if applicable).
- All students' results will be maintained by the AORE for a minimum of seven years. Records of qualifications and statements of attainment issued will be archived by AORES for a minimum of 30 years.
- Students will have timely access to their individual records on application to the training manager

Application for award of Qualification and issue of Statement of Attainments

An application for the issue of a qualification will be made available to all students on completion of their studies. A formal application must be made to be awarded a certificate for a full qualification, ensures that any information to be included within the Statement of Attainment and the Qualification is correct and current.

Statement of Attainments can be issued at any time during a student's current enrolment and upon completion or withdrawal from a course.

Lost and replacement certificates and Statement of Attainment

The following fees exist should a participant require replacement of Certificate or Statement of Attainment.

Replacement of Certificate:	\$ 25
Replacement of Statement of Attainment:	\$15
Replacement of Both:	\$ 35
Retrieval of Results from Archives:	

(7 years post completion or withdrawal from study):

\$125

To apply students will need to complete the 'Lost and Replacement Certificate Application Form' and submit to the AORE with payment.

Student / Client Feedback

AORE will:

- Ensure that a fair and equitable process is in place in order to deal with any feedback relating to the delivery of learning and/or the assessment of learning outcomes by students and/or clients.
- Ensure that any feedback, grievances or disputes are handled professionally and confidentially in order to resolve them efficiently.
- Ensure that all parties have a clear understanding of the steps involved in the feedback process.
- Where required, acknowledge the need for an appropriate external and independent agent to mediate between the parties where AORES student/client feedback procedure has been unsuccessful in producing a solution.

Students can refer to AORE Complaints and Appeals Policies.

Service Standards

AORE is committed to providing quality service to students and clients. To deliver high service standards the AORE will:

- Ensure all marketing materials are current.
- Respond to all enquiries within 2 business days.
- Assist all clients in a courteous professional manner.
- Ensure enrolment and selection processes will be fair, equitable and accessible to all potential clients.
- Ensure the admission procedure will be guided by clear, documented guidelines.
- Ensure full details of any fees, charges and refund policies are available.
- Ensure registrations are processed within 2 days and confirmation of registration forwarded in writing.
- At enrolment, clients will be advised about opportunities for Recognition of Prior Learning (RPL) and credit transfer.
- Ensure all client data is maintained accurately.
- Ensure all student results are recorded accurately.
- Ensure all training and assessment materials provided are current.
- Respond according to relevant procedures any grievance, appeal or application submitted to the AORE in accordance with a published policy or procedure.
- Conduct regular client satisfaction, course evaluations and implement review processes to ensure continuous improvement of all educational services.

Student Responsibilities

AORE students have the responsibility to:

- Act to prevent harassment and discrimination against others.
- Respect differences among students and trainers such as cultural and social diversity.
- Treat people fairly, without discrimination or harassment.
- Be punctual at all times to ensure respect for both trainers and other students

Anti-discrimination Legislation

Legislation covering anti-discrimination in Australia that applies to the AORES includes:

- Discrimination Act (1992) ACT
- Racial Discrimination Act, 1975 (Commonwealth).
- Sex Discrimination Act, 1984 (Commonwealth).
- Human Rights and Equal Opportunity Act, 1986 (Commonwealth).
- Disability Discrimination Act, 1992 (Commonwealth).

In accordance with the above legislation the AORE is committed to assisting members of EEO (Equal Employment Opportunity) groups to overcome disadvantage. EEO groups are people affected by past or continuing disadvantage or discrimination. These groups are:

- Women.
- Aboriginal people and Torres Strait Islanders.
- Members of racial, ethnic, and religious minority groups.
- People with a disability.

Disability

Employees, contractors and students with disabilities are encouraged to discuss with AORE 'reasonable adjustments' to work and study environment which they consider to be necessary or would assist them in the performance of their duties or studies. For adjustments relating to the AORE facilities, employees, contractors and students should contact the Director of AORE.

Careful consideration will be given to any proposals of this nature, and, where reasonable and reasonably practicable, such adjustments will be made. There may however be circumstances where it will not be reasonable or reasonably practicable for AORE to accommodate those proposals and where some other adjustment or treatment may be justified in line with statutory provisions.

Complaints

Should any students wish to make a complaint related to Equal Opportunity, complaints should be made under the AORE Complaints procedures (refer to www.aore.com.au).

If your complaint is not resolved you can seek advice from the Equal Opportunity Commission.

Part B

Academy of Real Estate Policies and Procedures

Please note that all AORE policies and procedures may be requested from the AORE Director or accessed on the AORE website. These include the following

- Complaints Policy
- Plagiarism and Cheating Policy
- Student Support Services Policy
- Special Consideration Policy
- Mutual Recognition Policy
- Assessment Policy
- Appeals Policy and Procedure
- Assessment Submission Policy
- Fees Policy
- Privacy Policy
- Prevention of Bullying and Violence Policy
- Disciplinary Procedures
- Equal Opportunity Policy
- Access and Equity Policy

Complaints Resolution Policy

Policy Statement

AORE is committed to encouraging students and AORE staff/representatives to jointly resolve complaints as they arise. The objective of the Complaints Resolution Policy is to provide a procedure for resolving grievances and to maintain the confidentiality of all parties involved. The AORE supports the resolving of complaints through the Complaints Resolution Procedure, which is in accordance with the Australian Skills Quality Authority and NVR.

Scope

The Complaints Resolution Procedure details the expected manner for all students, staff and AORE representatives to resolve complaints.

Procedure for resolving complaints

The following procedure can be used for dealing with grievance related to:

- Curriculum
- Training Materials
- Trainers
- Assessment
- Recognised Prior Learning
- Victimisation, Harassment, Bullying and Equal Opportunity issues related to AORE training
- Any other relevant issues

The AORE is not able to assist with complaints related to:

- Employment and wage related issues

Resolving complaints

The student should discuss the matter with the person involved and attempt to resolve the issue through informal discussion if appropriate.

1. Should there not be a satisfactory outcome the student should discuss the matter with their trainer, or workplace assessor, who should attempt to mediate a resolution where appropriate.
2. If there has been no resolution of the issues after steps 1 and 2 the student should complete the AORE Complaint Form outlining the grievance and forward this to AORE as soon as possible.
3. Within 2 working days the AORE Director will review the complaint and may recommend any of the following action:
 - Independent Mediation
 - Counselling
 - Remedial Action
 - Dismissal of frivolous or vexatious complaints
 - Referral to NVR or ACT Department of Education or other relevant body.

Where issues of complaint are raised they will be recorded in writing by AORE accordance with its operational procedures.

An independent person or panel will be arranged to hear any complaint where the person raising the complaint will have the opportunity to present their case.

The person raising the complaint will be advised in writing of the outcome of the review panel and the basis upon which the panel has made their decision within 5 business days of the hearing being complete.

In all cases the privacy of the individual/s concerned will be protected in line with National Privacy Policy Guidelines.

Unresolved complaints/appeals

If a complaint cannot be resolved through the above process or if the student is not satisfied with the outcome the student may appeal in writing to the AORE or refer the matter to the ACT Department of Education or NVR .

Plagiarism/Cheating Policy

Definitions:

Plagiarism:

Plagiarism is the presentation of work which has been copied in whole or in part from another person's work or from any other source such as the Internet, published books, periodicals or other students without due acknowledgement given in the text. For example, when quoting or paraphrasing material from other sources those sources must be acknowledged in full.

Plagiarism can also occur when:

- Phrases and passages are used verbatim without quotation marks and without a reference to the author.
- Another student's work is copied or partly copied.
- Other people's design and images are presented as the students own work.
- A piece of work has already been submitted for assessment in another unit.

Cheating

The use of another person's work as though it were one's own, with intent thereby to gain an unfair advantage is Cheating. This includes systematic re-wording or changing key nouns and verbs. Deliberate Plagiarism and, the taking of unauthorised material into examinations such as notes.

Collusion

Collusion is the presentation of work which is the result in whole or in part of unauthorised collaboration with another person or persons. It is a student's responsibility to ensure other students do not have opportunity to copy their work.

AORE DOES NOT TOLERATE PLAGIARISM CHEATING OR COLLUSION

Plagiarism/Cheating Policy

1. All items submitted for assessment will only be valid for assessment with a completed student's declaration form and therefore deemed to be the student's own work.

The purpose of this form is for students to declare that they have not plagiarised, colluded or cheated in the preparation of the work and have not allowed any other individual the opportunity to plagiarise, collude or cheat from their work.

This form is a declaration that the student has received, read and understood the definitions of Plagiarism, Cheating and Collusion and that they have received, read and understood the AORE policies and procedures.

2. An Assessor or examiner who suspects or detects evidence of plagiarism or cheating should bring the evidence to the attention of the Director of AORE

3. The Director will contact the student to obtain the students account of the circumstances and request that the student attend a meeting or supply a written submission.

At all times during this process the student will not be accused of cheating, only that there is the suspicion that cheating may have occurred. However, the onus is on the student to fully cooperate with any investigation.

4. After investigation of the student's case and the evidence provided the Manager will decide:

- That no case has been established and assessment to continue as normal, or
- That minor plagiarism has occurred and the assessment is graded accordingly, or
- That cheating, collusion or serious plagiarism has occurred and the assessment to be disallowed, or
- That cheating, collusion or serious plagiarism has occurred and the matter will be referred to AORE Legal Advisors.

5. The student will be advised in writing by the Director of the outcome the investigation.

6. Students have the option to appeal the decision in writing within seven (7) days of the date of the letter of outcome from the Director.

7. The Director will retain all relevant documentation and evidence subject to the requirements of the Privacy Act 1998.

Student Support Services Policy

1 AORE is committed to providing every possible opportunity for students to achieve to their full potential.

2 If students have any physical or other impairments (e.g., English language difficulties, dyslexia, literacy or numeracy issues, etc) which may adversely affect their ability to successfully undertake a course, they are asked to advise the training manager prior to attending the course. Students will also again be asked on enrolment and at again at the first introductory session to identify if they believe they require access to relevant learning and assessment services. This will be kept confidential.

- 3 Students will then meet with the training manager and/or training executive to ascertain the issues involved and mutually discuss an appropriate course of action to assist the student. This may involve changes in delivery of training or methods of assessment and/or redirection to literacy or numeracy services and how to access them.
- 4 Should a student not self identify their needs and the trainer and/or assessor believe an issue is apparent, a meeting will be arranged with the student and their workplace supervisor to raise the issue in a safe, non threatening environment and discuss options to assist.
- 5 AORE aims to provide flexible training and assessment options. Should our proposed training / assessment approach not meet student needs, students are asked to speak with the training manager about what other options may be available.

Special Consideration Policy

1. Students, who experience unforeseen circumstances that effect the student's performance in an examination or other assessment, may be eligible to apply for special consideration.
2. Special consideration may apply to students who, during a course or assessment period, experience one of the following circumstances:
 - Serious illness or psychological conditions for example, hospital admission, serious injury, severe asthma, severe anxiety or depression (requires doctors certificate). Does not include minor illnesses such as a cold/flu.
 - Bereavement.
 - Hardship/Trauma for example, victim of crime, sudden unemployment.
 - Other exceptional circumstances will be assessed on application.
3. Students wishing to apply for special consideration in the above circumstances may do so by lodging a completed AORE application form for special consideration with the AORE Human Resource Manager within 3 business days of the due date of assessment attaching all relevant documentation (i.e Doctor's Certificate). It is the student's responsibility to retain copies of all documentation.
4. Acceptable supporting evidence is required by a registered medical practitioner, police report or statutory declaration. Letters or certificates from family members are not acceptable.

5. The special consideration application form is available from the AORE Human Resource Manager on request Ph (02) 6209 1575.
6. Applications to be assessed within 7 days of receipt by AORE staff member applications must meet the following criteria:
 - Application lodged within three days of assessment date/due date.
 - The circumstances of the application have supporting evidence.
 - The illness or circumstances substantially hampered the student's performance.
7. The following circumstances do NOT meet the special consideration criteria
 - Unexplained absence from class, late arrival. (Student should discuss with presenter an appropriate course of action to the work missed).
 - Lack of facility with English.
8. Any application under exceptional circumstances, that is not covered in the AORE special consideration policy, are to be assessed in collaboration with the Director of AORE, who will subject, to their discrepancy, request further information, or consult the AORE legal advisors
9. Students will then be advised in writing on the outcome of their application.
10. Approved applications for special consideration may be subject to one or more of the following outcomes:
 - Extension of Submission Date.
 - Deferred Examination.
 - Additional Assessment.
 - Re-classification of Marks.
 - No Action.
 - Withdrawal from course without penalty.
 - Re-submit/Re-sit assessment.
 - Opportunity to re-commence course, dependant on availability.
11. Students have the option to appeal the decision in writing with seven days of the date of the letter of outcome to the Director AORE.

AORE Mutual Recognition Policy

The purpose of Mutual Recognition is to identify previously acquired competencies which are directly pertinent to the competencies provided by AORE. To qualify for mutual recognition, the units of competency and codes must be identical.

AORE will recognise qualifications and statements of attainment that have been issued by other RTOs, which meet the requirements of the AQTF and NVR. The general procedure followed by AORE with regard to Mutual Recognition is documented in the flowchart below.

AORE includes information on its mutual recognition obligations in information issued to students.

All AORE staff are made aware of the organisation's obligation to recognise AQF qualifications and statements of attainment issued by other RTOs. AORE staff are expected to provide information on mutual recognition to clients who request it.

AORE Mutual Recognition Process

- ✓ Client enquiry regarding Mutual Recognition of a qualification or statement of attainment
- ✓ Client provides AORE with the original qualification (including record(s) of achievement) and/or statement of attainment issued by another Australia RTO
- ✓ AORE checks whether the original credential is authentic, complete and compliant with AQF and NVR requirements

If compliant	If non compliant
<p>AORE formally recognizes the qualification or statement of attainment</p> <p>AORE photocopies the original document and endorses the copy with the words "original sighted", signature and date</p> <p>The photocopied document is stored on the student's file</p> <p>Record of mutual recognition recorded on students record sheet</p>	<p>Student is notified verbally and advised to request additional information and/or an amended credential and/or verification of authenticity from the issuing RTO</p> <p>If above provided satisfactorily, "compliance" stream is followed</p> <p>If not provided satisfactorily, matter recorded in student file and any complaints from student referred to CEO</p>

AORE Assessment Policy

All assessment conducted by AORE is designed to meet the requirements of the Australian Recognition Framework (ARF) and addresses the specific competencies

required to achieve Certificate IV in Property Services (Real Estate) and ACT Real Estate License Program.

AORE assessment will:

- ✓ Comply with the assessment guidelines included in the student manual
- ✓ Lead to the issuing of a Statement of Attainment for individual competencies found within the Certificate IV of Property (Real Estate) and/or the ACT Real Estate License Program itself
- ✓ Be underpinned by an assessment process that complies with the principles of assessment, being:
 - Validity
 - Reliability
 - Fairness
 - Flexibility
- ✓ Provide information to candidates regarding the context and purpose of the assessment and the assessment process
- ✓ Focus on application of knowledge, skills and attitudes to the standard of performance required in the workplace
- ✓ Cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job/role environment skills
- ✓ Involve the evaluation of sufficient evidence to enable professional judgments to be made about whether competency has been attained
- ✓ Provide for feedback to the candidate about the outcomes of the assessment process and guidance for future options in a timely manner
- ✓ Provide for reassessment on appeal
- ✓ Be equitable for all groups or persons taking account of cultural and linguistic needs
- ✓ Make reasonable adjustments to ensure equity in assessment for candidates with disabilities and meet individual needs
- ✓ Ensure that the Recognition of Prior Learning (RPL) is accessible to all registered candidates

- ✓ Recognise and accept Statements of Attainment and qualifications issued by another RTO
- ✓ Be responsible for recording, storing, retrieval and accessibility of all assessment outcomes as specified in Australian Recognition Framework Standards for RTOs
- ✓ Issue statements of attainment and qualifications that comply with the relevant provision of the AQF Implementation Handbook
- ✓ Work within a quality assurance framework to-
 - Select assessors to work with AORE
 - Conduct regular professional development for AORE assessors
 - Record, monitor and review the AORE assessment processes
 - Develop a fund of assessment resources to improve the AORE assessment process
 - Ensure only qualified assessors will conduct the assessment or assessment is supervised by a qualified assessor
- ✓ Provide a variety of pathways that will lead to the recognition of competencies, which may include:
 - Training and assessment
 - Assessment only
 - A combination for the two
- ✓ Conduct assessments using the following steps:
 - Establish an assessment context
 - Prepare the candidate for assessment
 - Plan and prepare the evidence gathering process
 - Collect the evidence and make an assessment decision
 - Provide feedback on the assessment
 - Record and report the result
 - Review the assessment process
 - Participate in the reassessment and the appeals process
- ✓ Ensure that AORE assessors and trainers adhere to a Code of Practice for Assessors and Trainers

Appeals Policy

A candidate who is dissatisfied with the conduct or outcome of their assessment has the right of appeal which is seen to be impartial and fair in its recommendations.

Due to the collaborative approach to assessment encouraged in the AORE Assessment Framework, it is anticipated that there should only be a very small proportion of candidates who may request a review. All candidates will be fully informed of this opportunity before the commencement of the assessment process as well as written information provided to the candidate in the Candidate's Information Kit.

A clear procedural flowchart will be provided to the candidate for their reference and can be viewed at the end of this document.

Where a further review is still required, the matter should ultimately be resolved by a review panel that should consist of a minimum of three people including at least one accredited assessor, and a subject matter expert for the area being reviewed. Other members could include a representative from a skills council, RTOs providing assessment services, industry peak bodies such as REIs, union or employer groups.

The Appeal Process

- Initial assessment conducted and candidate disputes the decision
- Appeals process initiated
- Candidate to contact Director of AORE in writing
- Director to authorise/conduct an investigation which includes the dispute details
 - The competency standards
 - Date and time of assessments
 - Reason for the assessor's decision
 - Reason for the dispute
 - Assessor/candidate signature
- A Certificate IV subject specialist/ training and/or assessment specialists external to AORE identified to assess the details of the dispute and either reject or accept the initial assessment decision

- Director to discuss the independent assessor’s decision with the candidate and offer options of
 - Acceptance of decision
 - Assess again
 - Assess by a different assessor
 - Change the assessment

- Document the Appeals process and obtain candidate’s signature

Assessment Submission Policy

AORE is committed to ensuring that candidates enrolled in courses will complete the full course of study and assessment to gain their qualification. Such a commitment is echoed in the following policy which gives guidelines and structure for students to complete their work in a timely manner.

AORE has a policy of candidates completing all assessments in a full qualification within 6 months of the final day of training. This will ensure currency.

To assist this outcome it is essential that assessments be submitted within the given deadlines.

- In general, the assessments will be required to be submitted 3 weeks after the completion of the training stream or training day. The specific dates will be given at the commencement of each course.

- AORE will endeavour to return the assessments within one month of receipt of it.

- Should a candidate be deemed ‘not yet competent’ the candidate must resubmit the work within two weeks of receiving it back, with the original work attached and ONLY the questions that were deemed ‘not yet competent’ behind the cover sheet. This will require the student to ‘cut and paste’ the relevant questions to be resubmitted. The assessor may return the assessment unmarked should these directions not be undertaken.

- Should a resubmission be required as a result of being deemed “not yet competent”, the candidate will be able to have a maximum of two further submissions. The assessor may request a meeting to discuss the assessment with the candidate. This will be indicated on the assessment cover sheet. It is the responsibility of the candidate to follow the requested meeting up to ensure it occurs.

- Should a candidate not meet the nominated deadline for submission, they are required to request an extension in writing from the training manager. This should state clearly the reason for the extension and be received a minimum of two days before the due date.
- In general an extension of one week would be the norm although this time frame will depend on the reason for the extension.
- Should a candidate have been deemed 'not yet competent' three times, a range of options exists at the discretion of the assessor
 - Re-attendance at of-the-job training for the unit of competency concerns and subsequent reassessment
 - One on one coaching at a rate of \$125 per hour which may also involve additional assessment to complete the competency
- Should a candidate not apply for an extension and not meet the agreed deadline, AORE may charge an additional assessment fee of \$125 per hour for each and every hour of assessment

The extension request must be addressed to the Training Manager at ve@aore.com.au
 A written response will be given within 3 days.

Fees Policy

Fees payment

Academy of Real Estate will accept up to a maximum of \$1000 for an initial payment prior to commencement of the enrolled course.

Should the course fee be greater than \$1000, AORE will accept additional scheduled instalment payments not exceeding \$1500 following the course commencement until the entire fee is paid in full.

All fees must be paid in full before a certificate can be issued.

Refunds

A full refund will be provided should the course not proceed due to cancellation by Academy of Real Estate.

Cancellation prior to course commencement- In the event of cancellation of a course booking, the following charges will apply:

30 days or more prior to the event	No Charge
11-30 days prior to event	\$30 cancellation fee
10-0 days prior to event	\$65 cancellation fee

Substitutions

Notwithstanding the above, substitution of another candidate may be undertaken subject to prior approval by Academy of Real Estate.

Cancellation after course has commenced- Cancellation after the course has commenced (regardless of whether the student attends day 1 of the course) are calculated as follows:

1. Where a participant ceases training of their own volition prior to the midway point of the program, the refund must be applied for (ie. It is not automatic) and made at the rate of 50% of the total fee payment
2. Where a participant ceases training of their own violation after the midway point of the program, no refund is payable

This applies irrespective of whether the participant has actually attended classes or not.

Fee refunds will be calculated from the date the participant officially notifies The Academy of Real Estate of their withdrawal from the program.

Academy of Real Estate will retain a \$30 administration charge in addition to the pro rata amount calculated as above

Privacy Policy

The Privacy Act 1988 and the Privacy Amendment (Private Sector) Act 2000.

AORE is bound by the Privacy Act and acknowledges and respects your right to privacy.

Information is collected from students upon initial enquiry in order to send out course information and is also collected upon enrolment and during the provision of the training courses. This is for the purpose of processing your registration for an AORE course and as required by the Department of Education Employment and Workplace Relations (DEEWR), the Australian Skills Quality Authority and National VET Regulator.

AORE may conduct student surveys to collect information on the training provided or where the AORE is required to provide information to the relevant third party The AORE will only disclose information to other parties where relevant and as required by law, such as DEEWR, NVR or ASQA or as otherwise allowed under the Privacy Act 1988.

Internally, AORE may use personal information to advice students of forthcoming events, training courses and for marketing and research purposes. Student surveys are

conducted and information is collected on the training provided. This information assists AORE in improving the quality of the services and training and is treated confidentially.

Accessing Your Personal Information

If you would like to access your personal information, or it needs to be updated or corrected, you may contact AORE on (02) 6209 1540, or via email on ve@aore.com.au or by writing to GPO Box 1539, Canberra ACT 2601

What is the purpose of the Privacy Act?

The main purpose of the Privacy Act is to establish a national scheme for the collection, use, storage, correction, disclosure and transfer of personal information. The Act has special protection for sensitive information. Personal information is information that can identify a person, such as names, addresses, photographs, etc. Sensitive information is information about a person's racial or ethnic origin, political opinions, religious beliefs, membership of a trade union, professional or trade association, sexual preference, criminal record, and health information. Consumers will have the right to know why an organisation collects their personal information, what it holds, how it will use the information and who else will get the information. Consumers can ask to see the information collected and for it to be corrected if it is wrong.

Identifiers (NPP7)

The AORE will not use an identifier that has been assigned by a Commonwealth government 'agency', for example, social security numbers for the purposes of identifying clients. The exceptions are an ABN and TAE designated student numbers for students enrolled in Traineeship program.

Anonymity (NPP8)

The AORE will where practicable and lawful give people the option to interact anonymously. Where personal identity can be protected without adverse sequences, the AORE will depersonalise the data before disclosure or use.

Sensitive Information (NPP10)

The AORE will not collect sensitive/information unless the person has consented, or it is required by law or in special circumstances, for example, to a health service or for public health or safety.

Complaints

The AORE has a Complaints Policy and Procedure available on the internet site (www.aore.com.au) or upon request. For any complaint in reference to the AORE Privacy Policy please follow the procedure outlined within this policy.

Contact

For any further queries relating to our Privacy Policy please contact the AORE Training Manager on 6209 1540 or ve@aore.com.au . (Note: For further information on the National Privacy Principles go to the Federal Privacy Commissioner's website: www.privacy.gov.au .

Prevention of Bullying and Violence Policy

The AORE is committed to providing employees, students and contractors a safe and healthy work and study environment that is free from bullying and violence. AORE will not tolerate behaviour which is bullying or violent and expects all employees and students to treat each other with dignity and respect.

AORE recognises that bullying and violence demeans and infringes the rights of individuals and groups, damaging the work and study environment AORE will ensure that complainants of bullying and violence will not be victimised for making a complaint.

Bullying

Bullying is repeated unreasonable behaviour directed towards an individual or group that creates a risk to health and safety. It can occur between people such as managers and employees or contractors, co-workers, students. Examples include:

- Verbal abuse and yelling.
- Humiliating someone through sarcasm, criticism, or insults.
- Constant criticism.
- Exclusion of a person from workplace activities.
- Giving someone the majority of unpleasant tasks.

Violence

Violence is defined as any incident where an individual is physically attacked or threatened in the workplace or study environment. Within this definition:

- "Threat" means a statement or behaviour that causes a person to believe they are in danger of being physically attacked.
- "Physical Attack" means the direct or indirect application of force by a person to the body of, or to clothing or equipment worn by, another person where that application creates a risk to the health and safety.

Responsibilities

The Director of AORE is responsible for ensuring that the work and study environment is free of harassment, violence or bullying actions and behaviour by:

- Ensuring that employees, contractors and students understand that these types of actions and behaviour will not be tolerated in the work/study environment.

- Request that any behaviour which could be considered harassment bullying or violent cease immediately.

All employees, contractors and students have a role to play in eliminating harassment, bullying and violence by not encouraging or showing support for harassment, bullying or violence aimed at work or study colleagues. This can be achieved by:

- Refusing to join in with these types of actions and behaviours.
- Supporting the person in saying no to these behaviours.
- Acting as a witness if the person being harassed decides to lodge a complaint.

If an employee, contractor or student feels harassed or bullied, the employee, contractor or student is encouraged to inform the person where the behaviour is unwanted, unacceptable and/or offensive. If the employee, contractor or student feels unable to approach the person, or if the behaviour continues following their request that the behaviour cease, the Director of AORE should be contacted. Refer also to the AORE Equal Opportunity policy.

AORES Disciplinary Procedure

1. AORE maintains a policy that all students should have an opportunity to engage in training and professional development programs with personal freedom in a supportive and facilitative environment.
2. AORE will act positively to maintain a safe and effective learning environment and will discipline students in situations where their actions impede or significantly reduce the capacity of other course participants to learn.
3. Behaviours that are deemed unacceptable are:
 - (a) Disturbing the learning environment to the degree that it impedes the learning of others.
 - (b) Wilful damage or unauthorized removal of AORE property or the property of other course participants.
 - (c) Behaviour that is in contravention of sexual harassment guidelines, principles of bullying and plagiarism of other peoples work.
 - (d) Failing to comply with AORE: policies and procedures as outlined in this handbook or found in the course section of the AORE website.
4. Disciplinary issues will be dealt with by the AORE Director.
5. Where a student is disciplined it will be done so in a confidential and conciliatory manner. Students will be provided with an opportunity to discuss the issue at hand and will be encouraged to bring a support person, of their choice, into any discussions.

6. Penalties will be provided based on the nature and severity of the issue. Where a student does not agree with a penalty the AORE will establish a penalty review committee to review the decision. The student will have an opportunity to discuss their case with the panel and may be represented by an advocate should they wish to do so.
7. A disciplinary appeals form is available on request from the AORE Director

Equal Opportunity Policy

Policy Statement

The Academy of Real Estate (AORE) is committed to equal opportunity and has a responsibility to create an educational environment free of discrimination. The AORE aims to provide equal opportunity for all employees, contractors and students and ensure that its policies and practices are free from direct or indirect discrimination regardless of gender, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, disability, transgender, political conviction or religious belief.

AORE Responsibilities

The AORE has a legal and moral obligation to provide equal opportunity in an environment free from discrimination for employees, contractors and students. The Director of AORE is accountable for implementing this policy.

It is AORE's responsibility to:

- Examine all policies and practices, as they affect employees, contractors, members and students to ensure the elimination of discrimination and harassment.
- Ensure that there is no discrimination against any group of students or staff, in access to training facilities.
- Eliminate sexist and other discriminatory language from all AORE publications and discourage the use of such language in all printed material and in the speech of its staff and students.
- Establish and maintain mechanisms within AORE to deal with complaints concerning discrimination and sexual harassment.

Access and Equity Policy

Achieving equitable outcomes in vocational education and training (VET) is one of the five nationally agreed objectives of the VET system. AORE is committed to promoting,

encouraging and valuing equity and diversity with respect to its students and to provide students with the optimal environment to achieve a high level of success.

Among the groups who face particular disadvantage are:

- People with a disability.
- Indigenous people.
- Women.
- People from non-English speaking backgrounds.
- People in rural and remote areas, and

AORE aims to integrate equity and diversity in its training, support and administration.

The AORE Commitment

AORE expresses its commitment to student equity by:

- Acknowledging the diverse nature of the real estate industry and its student population.
- Improving opportunities for Professional Development for potential students from equity groups.
- Aiming to meet the educational needs of all students, irrespective of their background.
- Seeking to eliminate all forms of gender bias.

AORS will demonstrate its commitment by:

- Actively encouraging equity students into professional development programs.
- Student selection according to a fair and non-discriminatory process.
- Making its training relevant for a diverse student population.
- Providing suitable access to facilities and resources.
- Providing appropriate support services.
- Providing appropriate grievance procedures.
- Consulting with relevant industry groups.
- Raising staff and student awareness of equity issues.

Staff Responsible for Access and Equity

The Training Manager is responsible for monitoring the AORE access and equity policy and is able to arrange assistance for people with special needs by providing modifications to access, delivery and assessment where required. To contact the Training Manager phone 6209 1540.