

Code of Practice

March 2008

San College of Education has developed a Code of Practice to address and establish our commitment to the maintenance of high standards in the provision of vocational education and training. This code of practice pervades all policies and procedures and it is a requirement of employment that all staff agrees and abides by it.

Access, Equity, Participant Selection and Admission

San College of Education is committed to providing opportunities to all people for advancement, regardless of their background. We ensure that our selection criteria are non-discriminatory, providing fair access to training for disadvantaged people.

Every client who meets the entry requirements (if applicable) as prescribed by the appropriate Training Package will be accepted into any training/assessment program within the scope of registration including operations in other States or Territories and outside Australia.

- 1) SANCE endorses the national equity strategy by incorporating the principles of equity into all programs.
- 2) Staff members are instructed in their responsibilities with regards to Access and Equity principles.
- 3) Clients have equitable access to all programs irrespective of their gender, culture, linguistic background, race, location, socio-economic background or disability.
- 4) Some programs may have a limited number of vacancies and these will be filled in a chronological order upon completion of an enrolment form and appropriate payment of course fees (if applicable)

5) Admission procedures will, therefore, be free of discrimination, and if an individual does not meet entry requirements, all attempts are made to assist them to identify alternative courses of action.

6) SANCE will discuss / consider / negotiate with participants any reasonable adjustments that may be needed to be made to SANCE facilities and / or learning materials or assessments. For further information see SANCE Enrolment and Induction Policy, your Trainer / Assessor or a member of the SANCE administration team.

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Enrolment, Induction and Orientation

San College of Education conducts an enrolment, induction and orientation program for all participants. This program reviews the Code of Practice and also includes:

The completion of an enrolment form and any specific needs of the individual participant with regard to:

- Explain venue safety and toilet facilities
- Facility arrangements
- Evacuation policy and procedure
- Ensure all participants have received a copy of the SANCE code of practice and student handbook.
- Distribute trainee logbook and explain its purpose and use
- Explain all aspects of the training program and also the procedures relating to assessments
- Negotiate any changes to arrangements with the participants

Marketing

Should San College of Education market or advertise its products and services, it will do so in an ethical manner and agrees to operate in accordance with the national protocol for marketing and advertising.

San College of Education will market its products and services with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of this information no false or misleading comparisons will be drawn with any other provider or course.

Specific course information, including content and vocational outcomes is available prior to enrolment.

Ethical Marketing Practices

San College of Education will adopt policies and management practices which maintain highly professional standards in the marketing and delivery of its products and services and which safeguard the interests and welfare of all participants.

San College of Education will maintain an educational environment that is conducive for all participants for the achievement of the pre-determined competencies.

San College of Education will always gain a participant's written permission before using information about that individual in any marketing materials.

San College of Education will always accurately represent training products and services to prospective participants.

San College of Education ensures that participants are provided with full details of conditions in any contractual arrangements with the organisation.

Accurate and Clear Marketing

Where advertisements and/or advertising materials refer to San College of Education RTO status, the products and services covered by the organisation's scope of registration are clearly identified. San College of Education only advertises those AQF qualifications it is registered to issue.

Advertisements and advertising materials utilised by San College of Education identify nationally recognised products separately from courses recognised by other bodies or without recognised status.

The names of training packages, qualifications and/or accredited courses listed in advertising materials utilised by San College of Education comply with the names/titles as endorsed by the National Registration and Accreditation Program or recognised by the State Registration Authority.

Information on specific courses including content and vocational outcomes is available from SAN College of Education prior to enrolment.

Language, Literacy and Numeracy

San College of Education recognises that all vocational training includes language, literacy and numeracy tasks and all San College of Education trainers and assessors provide:

- Materials, resources and assessment tools and tasks that do not require participants to have language, literacy and numeracy skills of more complexity than those used in the workplace for the competencies being taught/assessed;
- Clear models of the language/literacy/numeracy task;
- Opportunities for repeated and supported practice; and
- Opportunities for independent practice.

Assistance that can be offered by SANCE includes:

- When completing assessments that include written or numerical figures, the client can request that the trainer / assessor write down the answers for him or her. SANCE will consider requests for non-trainers and assessors to fulfill this role also.
- The participant can ask for one on one assistance to help complete self paced modules, or class based training programs.
- Learning guides with larger fonts.

Delivery

San College of Education ensures the resources in the area(s) of recognition sought meet the requirements of the relevant endorsed training package(s) and/or accredited course(s), for the delivery, assessment and issuance of qualifications.

San College of Education affirms that it has in place and applies the following resources:

- Delivery personnel with appropriate qualifications, and experience, including assessor requirements as identified in the relevant Training Package assessment guidelines;
- Delivery and assessment resources appropriate to the methods of delivery and assessment requirements; and
- Relevant Training Package and/or accredited course documents and support materials, with necessary copyright authorisations.

Delivery strategies utilised by San College of Education are always selected to best achieve the required elements of competence while giving full consideration to the learning style of the participant. The provision of training may include a flexible combination of off and on-the-job delivery and assessment.

Delivery modes may include, but are not limited to:

- Demonstrations
- Group participation
- Individual projects
- Learning support works
- Audio/visual presentations
- Computer managed learning
- Site visits
- Internet access

Assessment

San College of Education has demonstrable experience and skill in providing or facilitating assessments, which meet the endorsed components of relevant training package(s) and/or accredited courses in the areas of recognition sought.

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

Assessment Principles

San College of Education ensures that all assessment conducted within the organisation is reliable, flexible, fair and valid.

- **Reliable:** all assessment methods and procedures will ensure that competency standards/modules are applied consistently and that there is always consistency in the interpretation of evidence.
- **Flexible:** assessment will be offered in the workplace (on-the-job), in the training environment (off-the-job), in a combination of both or via recognition of prior learning/recognition of current competence. San College of Education will ensure that all assessment methods and practices allow for diversity with regard to how, where and when competence has been/will be acquired.
- **Fair:** assessment methods and procedures will not, under any circumstance, disadvantage any participant.
- **Valid:** assessment will always meet the requirements as specified in the unit of competence/module. Sufficient evidence will always be collected, and will be relevant to the standard/module being assessed.

Assessment Pathways

San College of Education offers participants a number of assessment pathways appropriate to the qualification outcome. Assessment conducted for the purposes of national recognition will lead to a part of a full qualification under the Australian Qualifications Framework. The main assessment pathways to a qualification (utilised by the organisation) can be listed as follows:

- Off-the-job training assessment
- Workplace assessment
- Recognition of prior learning/recognition of current competence
- Credit transfer

Assessor Qualifications

San College of Education ensures that staff involved in assessment San College of Education always meets the assessor requirements as set by either:

- The assessment guidelines of training packages;
- The assessment requirements of accredited courses;
- State Human Resource requirements.

If staff members of San College of Education do not have the vocational competence to assess identified areas, appropriately qualified personnel will be employed to provide this expertise within the assessment process.

San College of Education will also utilise auspiced assessment arrangements in situations where an individual staff member alone does not meet the total assessor requirements. Such auspiced arrangements may involve San College of Education staff member in assessing in conjunction with workplace supervisors, industry specialist and/or qualified external assessors.

Assessment Resources

San College of Education when designed assessment resources, ensures that all aspects of competence are covered, including:

- Task skills (performance of individual tasks);
- Task management skills (managing a number of different tasks within the job);
- Contingency management skills (responding to problems, breakdowns and changes in routine); and
- Job/role environment skills (dealing with the responsibilities and expectations of the workplace).

All assessment reporting systems will indicate the units of competency that the individual has attained.

Conducting Assessment:

When conducting assessment, San College of Education ensures it has personnel with appropriate qualifications and adheres to the following endorsed Training and Assessment Training Package standards:

- TAAASS401A Plan and Organise Assessment
- TAASS402A Assess Competency
- TAASS404A Participate in assessment validation

Please note: Some Assessors may hold the following qualifications: BSZ401A Plan Assessment, BSZ402A Conduct Assessment, BSZ403A Review Assessment which are acceptable under the AQTF Standards for RTO's (August 2005)

San College of Education ensures that the personnel conducting assessment utilise appropriate methods for recording, storing, and accessing assessment outcomes.

Assessment activities undertaken by San College of Education always follow the methodology outlined below:

1. Assessment procedures are fully explained to participants. Throughout all training, participants are regularly reminded of the ongoing availability of assessment.
2. Opportunities for Recognition (recognition of prior learning/recognition of current competence and credit transfer) are also discussed, as are any available flexible methods of assessment. The appeals and reassessment process is also outlined.
3. The assessment requirements of the unit(s) of competence/module(s) are outlined, and any particular arrangements for the workplace/training environment are arranged.
4. All evidence-gathering methods remain reliable, flexible, fair and valid.
5. As assessments are undertaken, San College of Education trainers/assessors record individual participant assessment results. Sample copies of the assessment instrument are kept by the trainer/assessor.
6. Post-assessment guidance is always available to participants.
7. A fair and impartial appeals process is always available.
8. Evaluation of assessment processes and procedures is gathered on an on-going (informal) basis.

Evidence gathering methods commonly utilised by San College of Education include, but are in way limited to:

- demonstration
- questioning
- workplace performance
- role-play
- simulation

- oral presentation
- graphic presentation
- projects/assignments
- audio/visual display
- written tests
- skills portfolio

Recognition of qualifications from other RTO's

San College of Education recognises Australian Qualifications Framework (AQF) qualifications and statements of attainments issued by any other RTO.

San College of Education is only obliged to recognise any AQF qualification or statement of attainment that, at the date it was issued, complied with the requirements of the AQF Protocols and the AQTF, or the ARF (Australian Recognition Framework – the national framework preceding the AQTF)

Procedure:

- Students seeking recognition for AQF qualifications and/or statements of attainment awarded by another recognised training organisation must present the original documents for copying or appropriately verified copies of original documents with their enrolment form, or upon signing of their training contract with San College of Education. These copies will be kept on the student's file.
- The administration officer is to validate the AQF qualification and/or statement of attainment presented for mutual recognition. If need be the administration officer will contact the issuing registered training organisation for further information, or verification of authenticity.
- Verified AQF qualifications and statements of attainment will be fully recognised and appropriately recorded on San College of Education student database.
- AQF qualifications and statements of attainment unable to be verified will not be recognised and the student asked to provide further verifiable evidence if possible. If not, the student may be counselled with respect to the making of false claims.
- Non-verified claims for mutual recognition are to be recorded on the individual student's file, together with details of any requests for further information and/or counselling undertaken.
- San College of Education has a responsibility to ensure that the participant is still competent against the whole qualification that will be issued to the participant, including competencies for which the participant is requesting national recognition. San College of Education may request

a participant to undertake an assessment of their skills and knowledge to ensure that they are competent.

Please do not send original qualifications in to us. Copies only!

Credit Transfer

Recognition can also include the opportunity for Credit Transfer for previous study and must also be accompanied by evidence of currency in the study area.

Skill Test

If a participant is unable to supply documentary evidence to support their Recognition application they may be required to sit for a "Skill Test" to determine their competency.

Access to Participants' Records

The results from each unit of competency will be recorded in your individual student log book if undertaking a traineeship. Monthly reports are sent to employers showing Trainees progression.

Trainees and participants can phone San College of Education on 9487 9211 or email sance@sah.org.au for a report on their progress.

Participants' files may only be accessed by the Principal Executive Officer or the RTO Administrator, the individual's manager, an authorized auditor from either the NSW Department of Education and Training or the NSW Vocational Education and Training Accreditation Board.

All individuals have a right to view their own files and may do so upon request to the Principal Executive Officer.

Access to a file by a third party other than as above can only be provided when the written authorisation has been given by the participant in accordance with the requirements of the Privacy Act.

Appeals Process

An appeals and reassessment process is an integral part of all training and assessment pathways leading to a nationally recognised qualification or Statement of Attainment under the Australian Quality Training Framework.

A fair and impartial appeals process is available to participants of San College of Education. If a participant wishes to appeal his/her assessment result, he/she may first discuss the issue with the trainer/assessor. If the participant would like

to proceed further with the request after discussions with the trainer/assessor a formal request is made in writing outlining the reason(s) for the appeal. This is forwarded to the Principal Executive Officer who will take responsibility for implementing a formal Appeals Process and who will record the appeal in writing.

- Appeals should be submitted within 14 days of receiving notification of your results personally or in writing to San College of Education, who will conduct a reassessment in consultation with the trainer/assessor and provide an opportunity for the trainee to formally present his or her case.
- Each trainee will be given a written statement of the outcome of their appeal, which will include the reasons for making the decision.
- If the outcome of the appeal does not satisfy the trainee, a further appeal may be made within 14 days of notification of the result, to an independent arbiter.

Should the outcome of the appeal not be acceptable to the participant, they will be informed, in writing, of the opportunity to lodge a complaint with the State Registration Authority.

Grievance & Complaint Procedures

San College of Education has a system for placing complaints, and resolving them, in a timely and positive manner. Complaints are welcomed as a means of ensuring that we overcome problems faced by participants and have an opportunity to improve the operation and delivery of our training programs.

Participants have the right to submit a complaint verbally or a written format

On receipt of a formal written complaint the Principal or a delegated officer of the College will conduct an investigation, assess the situation, and take appropriate action.

If the complaint is related to training, San College of Education will arrange a meeting with the trainer and participant to discuss the issue and attempt to resolve it.

San College of Education will act on any substantiated Complaint / Grievance.

Participants will be supported in lodging a complaint if required. San College of Education will address any complaints in an unbiased, professional manner.

If there is an ongoing concern regarding the process of the complaint handling, or the outcome of the complaint / grievance, Enquiries can be made by the participant to the State registering body in NSW (which is VETAB) or the National Complaints Hotline on phone number: 1800 000 674

Disciplinary Procedure

All San College of Education participants are expected to take responsibility in line with all current workplace practices and legislation for their own learning and behaviour during both on and off-the-job training and assessment.

If a staff member of Sydney Adventist Hospital is participating in a training program being conducted by San College of Education is found to be in breach of any policy or procedure of the Sydney Adventist Hospital, then San College of Education will enforce SAH's Conduct and Discipline policy
HRD-PPM-S04-D026

All participants in training programs run by San College of Education are asked to abide by all policies of Sydney Adventist Hospital, and all reasonable instructions given to them by their Trainer / Assessor.

If a student is acting in an unsafe manner, disrupting or impairing the rights of other students to learn, harassing or intimidating other participants, under the influence of alcohol or breaching any form of workplace legislation or workplace policies / procedures they will be asked in the first instance to cease the behaviour verbally.

If unacceptable behaviour continues, then the participant may be counselled by their trainer / Assessor. The participant may have to "show cause" as to why they should not be excluded from further participation in the program.

If the unacceptable behaviour continues, San College of Education, on advice of the Trainer / Assessor will ban the participant from taking further part in the training program.

No refunds on course fees will be granted if the participant has been banned from attending training programs due to breach of this policy.

Fees and Charges

Fees charged for short courses and traineeships are listed in our annual Handbook and Calendar. The Handbook and Calendar is available on our website (www.sah.org.au) and through Sydney Adventist Hospital's intranet site (www.sah.com.au) or can be collected direct from the college by phone or in person.

Please note intranet access is available only through Sydney Adventist Hospital's internal computer network.

San College of Education charges trainees / apprentices the mandatory enrolment fee of \$394.00, at the beginning of each calendar year (or \$197 if study is for one semester or less), as set out by NSW Department of Education, and in line with fees set by TAFE NSW.

Payment

San College of Education accepts; Visa, MasterCard, cash and cheques for the payments of its courses. Cheques should be crossed and made payable to San College of Education.

San College of Education requires that all participants pay the relevant course fees prior to commencing any course or traineeship.

Participant Welfare, Guidance and Support

All participants of San College of Education are treated as individuals and are offered advice and support services which assist participants in achieving their identified outcomes.