



# STUDENT HANDBOOK

## Message from the Director - Sydney Art School

Congratulations on your decision to study with the Sydney Art School.

Sydney Art School is known for training students to the highest standards in the traditional skills of drawing, painting and silversmithing. We firmly believe that these skills provide the essential foundation that enable artists to develop their own signature style and then explore ways to communicate their messages with their audience.

The School is committed to providing high quality vocational education and training programs. This gives students the opportunity to learn new skills, upgrade existing skills and obtain Nationally Recognised Qualifications. The School offers a range of professional development courses and registered training in Visual Arts at Certificate and Diploma levels.

Courses are delivered in face-to-face Studio Sessions with take-home workbooks, and dedicated tutor support. Studio sessions are limited to group sizes of 8 to 12 students per tutor. This enables one on one interaction with your tutor as well as a fostering a small group environment where students can interact and share ideas, perspectives and learning experiences.

Our family of tutors bring together some of Australia's award winning artists with professional art practitioners and educators. Your tutor's role is to give you "in studio" instruction on technique combined with personal feedback to help develop your technical and professional skills as an artist.

Certificate and Diploma level students will also receive guidance on how to complete the workbooks and portfolios of evidence required to be assessed as competent in each unit of study.

I wish you every success as you embark on your creative journey.

A handwritten signature in black ink that reads "Helen Summers". The signature is written in a cursive, flowing style with a period at the end.

**Helen Summers**  
**Principal & Director**

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## What the Sydney Art School Offers

### Studio Sessions

Sydney Art School offers tutored studio sessions and workshops in the following artistic disciplines;

- drawing,
- painting and
- jewellery making (silversmithing).

The content taught in these studio sessions is designed to develop technical skills in each of their respective artistic disciplines.

Courses are delivered in face-to-face Studio Sessions with take-home workbooks, and dedicated tutor support. Studio sessions are limited to group sizes of 8 to 10 students. This enables one on one interaction with your tutor as well as a fostering a small group environment where students can interact and share ideas, perspectives and learning experiences.

### Nationally Recognised Qualifications

The skills taught in the Studio Sessions are also aligned to the National Qualifications Framework.

This gives students the option to be assessed for unit credits towards the following qualifications:

- Certificate III in Visual Arts CUA31115
- Certificate IV in Visual Arts CUA41115
- Diploma of Visual Arts CUA51115
- Advanced Diploma of Visual Arts CUA60715

## Starting at Sydney Art School

### Enrolment Options

- a. Studio Sessions only, OR
- b. Studio Sessions PLUS selected Units of Competency leading to Nationally Recognised Qualifications at Certificate or Diploma level.

Enrolment Option	Assessment	Outcome
STUDIO SESSION ONLY	Non Assessed	Technical skills in Visual Arts Painting, Drawing or Silversmithing
STUDIO SESSION PLUS QUALIFICATION	Assessed	Technical Skills in Visual Arts PLUS Progress towards Statement of Attainment and/or Nationally Recognised Qualification

### Enrolment Procedure

#### Online (preferred)

Register in Studio Sessions on the School's website

#### Email

Complete and return the enrolment form at <https://sydneyartschool.edu.au/art-student-information/hanbooks-and-resources> and return to registrar@sydneyartschool.edu.au.

Prior to enrolling you should read;

- the Student Handbook, and
- details of the relevant Qualification and Units on the School's website

On receipt of your enrolment the School Registrar will;

- check the information provided on your Enrolment Form and prepare and despatch the invoice,
- register you as student in the Student Management System,
- provide you a login to the Student Management System, and

- provide a Studio Session timetable and schedule of enrolled Units of Competency.

During your Studio Sessions your tutor will work with you to plan completion dates for each unit/module and confirm that you understand the requirements of the first assessment task.

Students with special needs requirements should discuss these with the School prior to enrolment. The School has the capability and resources to provide materials electronically, in hardcopy and in large print.

In addition, extra support is available to students with special needs (see Student Support section).

### **What do I need to do to work towards a Qualification?**

Each qualification has its own set of Core and Elective Units.

Qualification	Unit Requirements
Certificate IV of Visual Arts	15 Units - 6 Core and 9 Elective Units.
Diploma of Visual Arts	15 Units - 6 Core and 9 Elective Units
Advanced Diploma of Visual Arts	12 Units - 7 Core and 5 Elective Units.

A detailed description of the core and elective units offered for each qualification is on the school website <https://sydneyartschool.edu.au>.

To be assessed against a Unit you need to:

- attend Studio Sessions to develop your skills, AND
- complete and submit the Assessment Workbook and any required Assessment Tasks, AND
- be assessed as meeting the listed performance requirements for that Unit.



## Learning at Sydney Art School

### Full Time Course Load and Duration

Full time course duration is 1 Calendar Year or 4 Terms including approved holiday periods. Full time course load is 20 hours per week, this is a mix of face to face tutored classes (Studio Sessions) plus self-directed studio work or research.

Studio Sessions are scheduled face to face tutored classes.

Open Studio sessions enable students to use studio facilities outside of scheduled face to face Studio Sessions.

Open Studio sessions provide a collegiate environment where students can;

- use studio facilities to progress work on their tasks for assessment.
- share learnings with other students
- seek and give feedback on technical or creative concepts

At least one tutor is present during an Open Studio session, however, they will not be providing specific demonstrations but may be working on their own art. This gives the students an opportunity to observe how the tutors would work in a professional practice environment.

### Flexible Delivery

The School recognises the principles of flexible delivery. Programs are designed to emphasise flexibility of delivery and assessment to maximise the opportunity for access and participation by disadvantaged clients.

Delivery alternatives may include self-paced learning, distance modes of learning, computer assisted learning, and flexible timetabling, face-to-face lecture/tutorial, individualised learning, on-the-job or off-the-job modes, and other appropriate methods.

### Revision of Learning Materials

The School regularly reviews its learning materials in an effort to maintain up-to-date and relevant information to students. Where possible, a copy of articles or new research is made available to students currently studying relevant units.

Learning materials are also regularly reviewed in terms of ensuring assessment tasks are valid, that information is current, and that format is easily understood, that instructions to students are clear and that references are authentic.

The School welcomes feedback from students, a feedback form is included in each unit, and results from feedback collected are considered when reviewing materials.

## Code of Educational Practice

It is the general policy of the School to provide equal training opportunities to all eligible students regardless of gender, cultural or ethnic background, marital status, physical disability or sexual preference.

The School further undertakes to provide:

- qualified, experienced and committed educational and training personnel
- a learning environment which actively encourages the participation of women, Aboriginal and Torres Strait Islander peoples, people from non-English speaking backgrounds, rural learners, people with disabilities, unemployed people and international students in training programs
- a supportive and stimulating learning environment where students may pursue their educational and training goals
- a learning environment inclusive of students with disabilities or who have language, literacy or special learning needs
- a referral system for students who experience language, literacy or numeracy difficulties
- a learning environment where students have ready access to assessment procedures and progressive results
- a non-prejudicial and plain English assessment dispute procedure which:
  - is prompt and courteous
  - keeps the aggrieved student informed of what is happening
  - protects the confidentiality of both students and staff
  - leads to improved services
- a guarantee of privacy concerning records or documents containing personal or sensitive information.

## Code of Ethics

All team members within the School will:

- respect the spirit and philosophy of volunteering at all times
- provide a learning environment where students are treated fairly and with respect
- provide a learning environment where students are free from discrimination and harassment
- keep and respect the confidentiality of students by clearly defining what confidentiality means, why it is important and the risks and difficulties involved in its enforcement
- respect and encourage the voluntary participation of students, promoting and not delaying autonomy
- refrain from developing intimate relationships with students during the learning process
- refrain from imposing personal agendas and value system on students
- not record or secretly observe groups or individual sessions without the express permission of the group or the individual
- not use any intervention or technique unless thoroughly trained in its use
- provide information to all students concerning any special techniques or activities in which they are expected to participate
- ensure the well-being of all students through the application of relevant occupational health and safety procedures.

## Assessment

### Assessment Process

Assessment is competency based and is designed to determine whether the candidate can demonstrate the target competencies.

Students who are unable to demonstrate competency at a given time or who successfully appeal assessment results may be reassessed at an appropriate later date.

Assessment is in accordance with the Standards for Registered Training Organisations 2015.

Assessment may be undertaken by any of the following;

### Unit Workbook

Assessment for each unit will be performed by review of a completed Unit Workbook. The format of the Unit Workbook provides 100% traceability between competency requirements and the evidence collected and provided.

Each Unit Workbook comprises tasks that are mapped to each performance element in a Unit. Each Unit Workbook will include;

- Instructions to students
- Instructions to Studio Session Tutors & Assessors

The student is responsible for compiling and completing each Unit Workbook.

The Principal and all staff are required to ensure operational compliance with AQTF standards, and to review, evaluate and adjust as necessary assessment systems and procedures for validity, reliability, flexibility and fairness of assessment.

Assessment records are kept and aggregated to monitor assessment reliability.

### Assessors

Assessors are required:

- to be fair and reasonable during assessment
- to be familiar with the field, with relevant industry standards and WHS requirements and to be up to date with assessment methods and procedures appropriate for the clients and learning environment
- to negotiate flexibly with clients regarding the type of assessment, taking into account Flexible Delivery, EEO and anti-discrimination principles, and the

- particular needs and circumstances of clients
- to advise clients regarding RPL processes
  - to make proper assessment decisions based on explicit evidence of competency
  - to expedite assessment and to avoid unnecessary delay
  - to use cost and time effective methods and materials appropriate to the task
  - to gather assessment evidence that is authentic, valid, reliable, relevant to learning outcomes, current and varied
  - to systematically review the assessment evidence obtained through means such as interview, workplace assessment, and/or performance test

### **Assessment Handling Process**

All assignments are to be submitted electronically via the Student Administration Portal at <http://sydneyartschool.edu.au>.

Students unable to submit their assignments a planned target date should discuss their progress with their tutor and review and/or revise their planned rate of completing Units.

Students who are unable to submit their assignments electronically may request to submit their assignments in hard-copy. This will incur an additional administration fee “per assignment”. This fee will be advised on request and will reflect the additional administrative costs involved in processing, handling and storing hard copy evidence. Students who intend to submit assignments via hard copy should request advice of this fee before commencing work on that Unit.

It is the School’s objective for all assignments to be assessed and the results discussed with the student within 21 working days of the receipt of the assignment by the School. the following process applies:

If a student is required to re-submit an assignment for re-assessment, a Re-Assessment Fee may be charged, details of which can be found on the Schools web site under Registered Training Fees.

### **Assessment Dispute Procedure**

If you feel that your assessment has not been fair or you wish to dispute any area of your assessment, you are to follow the School’s Complaints and Appeals Procedure. See <https://sydneyartschool.edu.au/art-student-information/complaints-and-appeals-procedure>

## Credit for Prior Studies

Sydney Art School accepts and provides credit to learners for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by:

- AQF certification documentation issued by any other RTO or AQF authorised issuing organisation, or
- authenticated VET transcripts issued by the Registrar.

You may request credit for prior studies by submitting a verified copy of the documents listed above.

## Recognition of Prior Learning (RPL)

If you look through the course materials and decide that you have already achieved the learning outcomes specified, it is possible to apply for RPL.

If you apply for RPL for any part of the course you will need to submit documentary evidence that you have achieved the outcomes and have the knowledge and/or skills specified.

The purpose of RPL is to give students the chance to have their knowledge and skills assessed regardless of where or when the learning took place.

This means that learning could have been achieved through work experience, through non-credentialed courses, through life experiences or through volunteering.

It is important to understand that it is the learning you have achieved and not the experiences you have had which will be assessed through the RPL process.

If you apply for RPL for any part of the course, the School needs to be able to assess three criteria in your application. These are:

- the level of learning
- the quality of the learning
- the currency of the learning.

The materials clearly specify the learning outcomes. You need to base your judgment about applying for RPL on these learning outcomes.

You need to be clear that you will need to support any application for RPL with appropriate evidence.

If there is sufficient evidence in the application and supporting documentation, no further assessment may be necessary. If further assessment is required, it may take any practical form consistent with the assessment criteria for the claimed competencies and the principles of validity, reliability, fairness and flexibility. The form of assessment may be negotiated with the student and may consist of interview, written assignment, workplace assessment, exam, or other method. A qualified assessor or assessment panel, under the supervision of the director and trainer, must conduct assessment.

Fees will be charged for the RPL service, and the fees charged will depend on the time required to complete the assessment and associated administration. The fee charged will not exceed the course enrolment fee. Details of these fees are available on the School's website under Registered Training Fees.

Evidence considered for assessment is a letter of request plus a wide range of supporting evidence. If further evidence is required then this is negotiated with the candidate. The process may include a further interview, written assignment, workplace assessment, and collection of other material.

Successful candidates are notified promptly of the RPL outcome. The Registrar advises unsuccessful candidates of reasons for non-recognition and steps they can take, including remedial training and appeal mechanisms.

Attachment 3 provides further information about the process of preparing a portfolio to support a claim for RPL.



## Grounds to Defer, Suspend or Cancel

Full time students enrolled in a Unit or Course may have their enrolment deferred, suspended or cancelled based on either a request by the Student or initiated by Sydney Art School.

Requests by the Student in cases of;

- illness
- compelling or compassionate grounds including but not limited to death, illness or injury of a family member.

Initiated by Sydney Art School under the following circumstances;

- absence from a course
- unsatisfactory course progress
- non-payment of fees
- as an outcome of Disciplinary processes

If action is initiated by the School the student will be notified in writing of the reasons, and the subsequent process and/or rectification actions.

## Financial

### Course Fees

#### How Much Will a Qualification Cost?

The most current course fees information is at;

<https://sydneyartschool.edu.au/courses/course-fees>

### Payment Terms

Payment for Studio Session enrolments are required in full prior to each Studio Session block start date.

Payment for Unit Workbooks are required in full prior to issuing the Unit Workbook.

### Fees and Charges for Additional Services

The following fees and charges apply for additional services;

- Replacement of Qualification Testamur - \$200
- Replacement of Statement of Attainment - \$200

### Refund Policy

#### Unit Workbook and Assessment Fees

- Students who cancel their enrolment in a Unit prior to the commencement of the unit will be refunded the Unit Workbook and Assessment fee less twenty percent (20%).
- Students who cancel their enrolment after the commencement of the unit but before submitting their workbook for assessment will a 50% refund.
- If the School cancels a unit the student will receive a 100% refund.

### Studio Sessions Fees

#### Studio Session Cancellations

If a Studio Session is cancelled due to insufficient student numbers, students will be notified and offered the choice of enrolment in a similar course or a 100% refund.

#### Studio Session Withdrawals and Deferrals

Fees are non-refundable unless negotiated for an extended illness or compassionate grounds.

Compassionate grounds may include (but are not limited to) bereavement, a disaster in a student's home town or country requiring a student to return, or a traumatic experience which affects the students ability to study.

Requests for refund under compassionate grounds should be made as soon as possible. Refunds will not be considered once a term has finished.

A student may also request to defer enrolment to a later term. Approval will be at the discretion of the Principal.

A request to defer enrolment later than 1 week before the start of the first studio session is unlikely to be granted.

Studio Session class sizes are small so [ate withdrawals from an enrolled class may leave a vacant place that would otherwise have been filled by another student, or may not leave enough time to reschedule tutors and students where the sessions falls below minimum student enrolments thresholds.

An administration fee will be applied to refunds and deferrals. This fee is \$50 unless otherwise indicated.

### **Make Up or Catch Up Classes**

There are no refunds if you miss a Studio Session. Students who miss a Studio Session are not "entitled" to a catch up.

However, if space is available in a suitable class then the School may offer students another class to attend that same week.

Students requesting a catch up should email [service@sydneyartschool.com.au](mailto:service@sydneyartschool.com.au) stating; the normal studio session missed nominating date, time, studio location & tutor.

The School will advise if an alternate appropriate studio session with space is available. This may not always be possible but we do try as a good will gesture.

## Student Support

### Interaction with Students

The particular requirements of individual students are taken into account by trainers/tutors and assessors wherever possible. Students are treated with respect and dignity through:

- courteous behaviour towards students
- recognition of students' particular needs and circumstances
- organising and monitoring equitable access to activities
- referring students who need specialised assistance to external organisations appropriate to their needs.

### Access and Equity Policy

The School acknowledges that students come to the program with a broad range of needs and circumstances. One way of accommodating a broad range of needs is through a flexible learning program.

At Sydney Art School the training is self-paced, negotiable and flexible. Participants are encouraged to be involved in their own feedback and the decision making processes regarding realistic goals and progress.

Where there is perceived difficulty in achieving learning goals, discussion with the learner will be encouraged. Information will be provided about possible alternative pathways to achieve goals and ways to access a supportive network. This information will vary according to the individual needs of the learner.

Programs are designed, wherever possible, to enhance flexibility of delivery in order to maximise the opportunity for access and participation by disadvantaged client

### Student Support Services

#### Learning Support

Each student will be allocated a tutor on enrolment. The tutor's role is to encourage learning by developing a positive environment in which the student can successfully complete the course/unit within the goal timeframe.

Students may receive academic or vocational counselling from their tutor. The tutor monitors the student's progress and intervenes to provide counselling or support as appropriate.

### Language, Literacy and Numeracy Support

Students who need language, literacy and numeracy (LLN) support are identified on application.

Students are asked to indicate their highest level of schooling and if English language assistance is needed. International students are asked to show a copy of an IELTS\* Score report or equivalent.

If a student has not completed Year 10 or indicates a need for English language assistance then this will be discussed with the student.

Where extra support is needed the student may be advised to obtain LLN support from a specialist organisation and/or enrol in the School's programs at a later time. LLN support from a specialist organisation is self-funded by the student.

Where an applicant's LLN deficiency is inhibiting achievement of learning outcomes and the applicant refuses LLN support, enrolment may be declined or suspended.

\*For more information on IELTS testing see

<https://www.ielts.org/>

For Student visa English language requirements specified by the Australian Government Department of Immigration and Border Protection see.

<https://www.border.gov.au/Trav/Stud/More/Student-Visa-English-Language-Requirements>

### **Disability Support**

Students who need support for disabilities are identified on application.

Support requirements are discussed with the student and wherever practical these requirements will be accommodated.

### **Personal Counselling**

Any student showing signs of distress or discomfort will be approached by the staff member who notices and offered support.

Students may be referred to an appropriately qualified counsellor, depending on the nature of the problem. The School maintains a register of counsellors to support this process. Support from a specialist counsellor is self-funded by the student.

The School does not charge any referral fee or receive any external support services

### **Equal Opportunity and Discrimination**

The School prohibits discrimination towards any group or individuals and operates in compliance with Federal and State laws including;

- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984.

## Complaints and Appeal Procedure

### General

All complaints and appeals regarding assessments will be dealt with in terms of the Complaints and Appeals Procedure documented at <https://sydneyartschool.edu.au/art-student-information/complaints-and-appeals-procedure>.

The School seeks to prevent appeals by ensuring that students are satisfied with their course and its outcomes. In addition to their functional expertise, staff is expected to be fair, courteous and helpful in all dealings with students.

Any complaint about a staff member or program, or appeal against an assessment, will be treated seriously, investigated thoroughly and dealt with according to the merit of the complaint or appeal.

The circumstances and results of any complaint or appeal will be considered by senior management to remove any underlying reasons for continued difficulty by the complainant or other students.

All complaints and appeals are taken seriously and their findings incorporated into procedures, as appropriate, in accordance with the School's continuous improvement practices.

The School abides by freedom of information and privacy principles.

### Process

A student may make a complaint if they believe that they have been discriminated against or harassed, or have believe some other unfair or unlawful event has occurred.

A student may make an appeal to requests a review of decisions, including assessment decisions, made by the School or a third party providing services on the School.

If a student believes that they have grounds for a complaint or appeal they should immediately report the complaint or appeal using the following procedure:

**Step 1:** Students should approach their tutor with their complaint or appeal and explain clearly the problem or the reason for their dissatisfaction, so that the tutor can attempt to resolve the matter.

**Step 2:** If a student is dissatisfied with the way in which the complaint or appeal was handled, or with the outcome, they should speak with a School Director, if they have not done so previously. The Director will identify the main issues of the complaint and/or appeal and will attempt to resolve the matter.

**Step 3:** If a student still believes they have grounds for dissatisfied with the outcome and/or the process that was followed in the attempt to satisfactorily resolve the matter, they are to lodge their complaint in writing. The complaint should be lodged to the email box **complaints@sydneyartschool.edu.au** which will automatically be directed to the Managing Director and Operations Manager only. The title of the email should start with the words “Formal Complaint” OR “Formal Appeal” as applicable.

- a) **For dissatisfaction with assessments** – the Director will convene a review panel comprising the Director and an independent assessor (one who has not previously assessed the student) and review the assessment in dispute. The student will be advised in writing of the outcome of the review and the courses of action available to them if they still dispute the assessment.
- b) **For complaints regarding other matters** – the Director will convene a review panel comprising the Manager and a member of the School, other than one previously involved or associated with the complaint/dispute, to investigate the students complaint and will inform the student in writing of the findings of the review panel and the courses of action available to them if they are still dissatisfied.
- c) Complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable. If more than 60 calendar days are required to process and finalise the complaint or appeal, the School will:
  - i) inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required, and
  - ii) regularly update the complainant or appellant on the progress of the matter.

**Note:** Harassment is any conduct which is unwelcome, demeaning, unreciprocated, intimidating and/or offensive to an individual or group. Under Federal and NSW State legislation it is unlawful to harass or discriminate against any person on the grounds of:

- Cultural or ethnic background
- Sexual preference
- Gender
- Age
- Marital status
- HIV/AIDS status
- Physical or intellectual disability
- Pregnancy
- Carer responsibilities
- Transgender



### External Agencies

The availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws. You have the right to progress your complaint with appropriate external agencies including;

### NSW Fair Trading

Refer to your rights as a consumer at NSW Fair Trading website at <http://www.fairtrading.nsw.gov.au/ftw/Consumers.page>

### Overseas Students Ombudsman

If you are an international student you can take your complaint to the Overseas Students Ombudsman (OSO).

Refer to the Overseas Students Ombudsman website at <http://www.ombudsman.gov.au/about/overseas-student-ombudsman-landing-page>

For more information about how the OSO can help students, or call 1300 362 072.

## General Information

### Staff

Tutors/trainers and assessors hold the Certificate IV in Training and Assessment (TAE40110), and relevant competencies and knowledge at an equivalent or higher level than specified in the module of instruction to be delivered.

Biographical details of the tutors/trainers are on the School's website ([www.sydneyartschool.com.au](http://www.sydneyartschool.com.au)).

### Workplace Health and Safety Policy

The safety of staff and clients is of primary importance in all activities carried out by the organisation. The organisation observes all workplace health and safety legislation and copies of the relevant Act are available to staff and clients. Trainers must incorporate WHS considerations when planning and delivering training, and clients must be advised of the WHS requirements of their programs and supervised accordingly.

### Abusive Behaviour

In the interests of workplace safety, abusive behaviour from any person on any of the Schools' premises will not be tolerated. A procedure has been developed for removal of abusive persons from the premises and all staff are required to follow that procedure.

### Smoking

The School recognise the dangers of passive smoking and have made their premises and activities a smoke free environment. Staff and students are not permitted to smoke within the building.

### Hazards

Students need to be aware of any health or safety hazards in the place of work and should report, in writing, any hazards to your tutor as soon as possible. Any "near miss" incidents must also be reported.

### Accidents

An accident report must be completed by any student involved in an accident (however minor) either at the Schools' premises or activities or on their way to and from project activities. Accident Reports are to be given to the School Administrator as soon as possible after the accident.

## First Aid

In line with the First Aid Regulation of the Workplace Health and Safety Act, the following policy in relation to first aid will apply:

- first aid kits are available in premises used by the School
- a notice in the premises specifies the 000 number, ambulance number and nearest medical centre
- copies of accident reports are kept for at least five years.

## **Disciplinary Procedures**

Students may face disciplinary action if they are either directly or indirectly involved in misconduct arising from any of the following:

- Plagiarism, cheating or collusion
- Unauthorised use of SAS copyright material
- Impairing the rights of other students to pursue their studies
- Harassing or being disrespectful to other students or staff
- Breaching legislative requirements
- Conduct likely to damage the reputation of the school
- Conduct contrary to the good order and discipline of the school

If any of the above events occur, the Principal will be notified and investigate in a reasonable timeframe. Where the investigations conclude that misconduct has taken place. The Principal may make any of the following decisions:

- No action taken against the student
- Sanction with no action is taken against the student
- Formal warning
- Suspension for a period determined by the Principal with no refund of fees
- Permanent cancellation of enrolment at the School with no refund of fees.

The student may appeal the decision in writing with fourteen days by email to [registrar@sydneyartschool.com.au](mailto:registrar@sydneyartschool.com.au)

## **Student Records & Privacy**

The School maintains individual files and data base records for each student. All records are kept in a secure and confidential environment. Access to files and records is limited to staff involved in their maintenance and appropriate program personnel. You may request access to your own files or records at any time.

Sydney Art School Privacy policy applies to all student records.

Student records are maintained for a period of 30 years to enable the re-issue of a qualification or statement of attainment if required.

Should the School cease to exist; records will be transferred either to another RTO designated to maintain records, or to ASQA.

## **Privacy Policy**

The School abides by the Australian Privacy Principles and has no exemptions.

### Collection of Personal Information

The School will collect personal information by lawful and fair means. Sources of collection may include electronic, hard copy and verbal data from enrolment forms, resumes, e-mails, assignments and contacts with tutors and administrative staff, and will include information required for external authorities (AVETMISS, copyright agency etc) and enrolment, attendance and assessment records.

Information will be stored in files and in a password-protected database.

Student information will not be disclosed to anyone outside the School without consent. An applicant may choose not to provide information to the School but this may limit our ability to enrol the applicant in the School's courses.

### Use and Disclosure

The School will use personal information only for the purpose it was collected, or a directly related purpose, or for use or disclosure required by law, or if necessary to prevent or lessen a serious threat to life or safety.

### Data Quality

The School will ensure that reasonable steps are made to ensure that information is relevant, necessary, accurate, complete and up to date prior to use or disclosure.

### Data Security

The School will make every effort to protect personal information against unauthorised access, alterations, destruction, use or disclosure. The School is not able to totally guarantee the security of data transmission via the Internet.

### Identifiers

The School does not use identifiers assigned by external agencies or bodies.

### Anonymity

The School will allow anonymity where lawful and practicable when entering into transactions.

### Sensitive Information

The School will not collect sensitive information without prior approval.

### Trans-border Data Flow

The School will not forward personal or sensitive information to another country without prior applicant/student approval.

## **Liaison with Industry**

The School liaises with industry through relevant industry training advisory boards, peak organisations, unions and local employers.

Input is collected from industry contacts to confirm that proposed and actual training meets the employment and skill demand of industry and future growth areas for self employment and employment of others.

## Disclaimer

The Sydney Art School makes every attempt to ensure the accuracy and reliability of the information included in this resource. Users should be aware of the following:

- Information is correct at the time of writing.
- Most recent information is provided at website [sydneyartschool.edu.au](http://sydneyartschool.edu.au).
- Where there is a difference the information on the website will take precedence.
- The School makes no guarantee or warranty as to the accuracy or authenticity of the information in this resource or other resources listed in this resource.
- The School does not accept any liability in relation to the content of this work.

## Contact Information

For further information contact the Sydney Art School

T      1300 278 252  
W      [sydneyartschool.com.au](http://sydneyartschool.com.au)



## RPL – Portfolio Requirements

Students may wish to claim RPL for any module or unit of accredited courses conducted by the School.

As part of their application students will need to submit a portfolio establishing that they have already achieved the learning outcomes for the module they wish to claim. If their application is approved they will be credited with the relevant outcomes incorporating part, or all, of the module.

The following steps outline the procedure for compiling a portfolio:

### **Step 1: Carefully examine the performance and assessment criteria for the module**

These criteria are detailed in the Unit Workbook for each unit.

### **Step 2: Gather relevant documents**

Gather relevant documents to help you to complete the Unit workbook. Documents must demonstrate a link to the learning outcomes.

The following documents may be useful to support a student's claim;

- Student's resume
- Transcripts or other result records from relevant qualifications
- Certificates of participation in relevant workshops and training sessions
- Reports and other major documents prepared in the course of the applicants work (paid or voluntary)
- Other documents thought to be relevant which may include reports and samples prepared in cooperation with co-workers. For these, the applicant should clearly identify their own role in the preparation.

### **Step 3: Identify potential referees**

Identify people who could verify aspects of the application for RPL, particularly in areas where sufficient documentary evidence may not be available. Contact information for these people will need to be provided.

### **Step 4: Complete and Submit the Unit Workbook**

Complete the Unit Workbook to the fullest extent possible. You will be given a login to the Sydney Art School student management system to enable you to submit your workbook.