



AUSTRALIAN INSTITUTE OF CREATIVE DESIGN

Student Handbook 2010

Student Handbook

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Australian Institute of Creative Design

Contact Information

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Fax: (07) 55 938 336

Email: admin@aicdedu.com.au

Web : www.aicdedu.com.au

Australian Institute of Creative Design Structure

Chief Executive Officer:-

- Overall Responsibility for RTO,
- Reviews audit findings
- Ensures that all staff implement policies and procedures for AIFD
- Determines marketing strategy and approves advertising,
- Delegates authority,
- Oversees Finances and determines budget.

Institute Manager:-

- Conducts internal audit and answers to CEO and reports to the chief executive officer on compliance with the standards for RTOs for review and improvement
- Ensures the Department of Employment and Training has access to documentation, records, staff etc during an audit
- Applies to the Department of Employment and Training for extension to scope
- Provides details of all operations within the scope of the RTO to the Department of Employment and Training when requested
- Advises the Department of Employment and Training that it has commenced delivery in other states within 21 days of that commencement
- Provides accurate and timely registration and compliance information to the Department of Employment and Training including major changes to business systems, staffing profiles, relocation, financial difficulties and transfer of client records
- Liaises between Director of Education and students or parents,
- Responsible for managing student records,
- Enrols students,
- Oversees Complaint procedure,
- Issues letters to students/parents.
- Represents RTO in educational matters,
- Makes sure the RTO complies with the standards for RTOs

Finance Manager:-

- Answers to CEO,
- Pays accounts approved by CEO
- Handles purchasing requests
- Monitor insurance purchase and renewals

- Ensures that RTO complies with financial standards,
- Issues accounts to students,
- Prepares accounts for auditing,
- Works with accountant to maintain financial records.

Sales & Marketing Manager:-

- Answers to CEO,
- Responsible for marketing and advertising ensuring that all marketing complies with standards for RTOs,
- Responsible for Public Relations activities,
- Organises and attends career market meetings.

Director of Education:-

- Answers to Institute Manager,
- Oversees day to day operations of academic staff and ensures that academic staff comply with policies and procedures of the AIFD,
- Quality control and assurance in managing the learning environment,
- Responsible for student attendance and academic development,
- Organises RPL process in consultation with other staff,
- Develops changes to programme and course content in consultation with interested parties,
- Briefs lecturers on RTO educational philosophy and teaching responsibilities.

Student Services Officer:-

- Answers to Institute Manager,
- Handles complaints and directs complaint procedures,
- Handles student feedback procedures and complies with Continuous Improvement Policy,
- Access to student records and inputs results,
- Reports on student problems and attendance as per results and attendance register,
- Directs accounting to issue letters/accounts,
- Directs problems relating to students to Institute Manager.

Lecturers (Trainers and Assessors):-

- Answer to Director of Education,
- Prepares, delivers and assesses units of competency in consultation with Director of Education,
- Is responsible for student welfare while delivering units of competency,
- Responsible for maintaining attendance register,
- Responsible for implementing policies and procedures
- Responsible for ensuring students comply with policies and procedures on a day-to-day basis
- Participation in associated duties where necessary.

AICD Officers

Chief Executive Officer:

Ms Tracy Saywell *Cert IV AWT (ACTE)*

Institute Manager & Director of Education:

Ms Heather Mikkelsen *Cert Dress Design (East Syd), B Ed. Art (SCAE), Cert IV AWT (GCIT), Cert IV TAA (GCIT), Diploma E-Learning (TNQIT)*

Finance Manager:

Mr Nathan Hamilton

Sales & Marketing Manager:

Ms Sonya Saywell *Cert IV AWT (ACTE) Cert IV MBM (JMC Academy)*

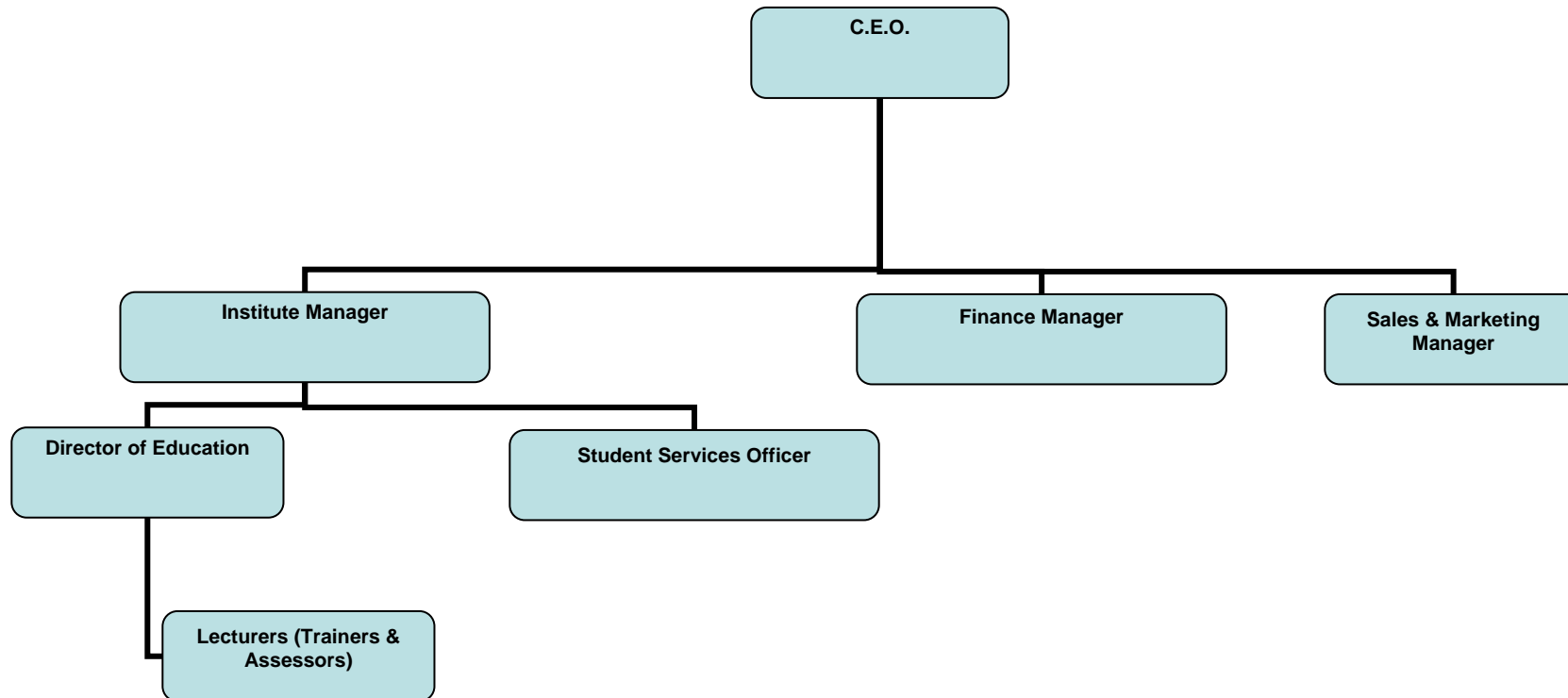
Student Services Officer:

Ms Sonya Saywell *Cert IV AWT (ACTE) Cert IV MBM (JMC Academy)*

Lecturers:

Christine O'Toole – Garment Assembly and Patternmaking
Ann MacManus – Patternmaking and Grading
Sarah Olding – Design, Computer Aided Design and Specifications
Kerry Adams – Fashion Business, Patternmaking and Garment Production
Lorraine DiBiasio – OHS, History of Fashion, Textiles and Design Specifications
Tabatha Lawson-Smith – Fashion Illustration
Gillian Marriage – Swimwear Design, Patternmaking and Production
Tracy Saywell – Garment Assembly & Styling
Thuy Nguyen (Twee) – Garment Assembly, Styling and Patternmaking
Heather Mikkelsen – Decorative Textiles, Textile theory, OHS, History of Fashion
Talei Watene – Fashion Styling and Fashion Marketing
Maree Rissman – Beauty Therapy and Body Treatments
Kady Chittleborough – Make-up, Nails and Beauty Therapy
Kirsty Norton – Make-up, Fashion Business and Merchandising
Beck Veale – Hair and Make-up
Sara Hatten-Masterson – Fashion Styling
Melina Ramsay – Interior Design
Marilyn Reeman – Interior Design

Flowchart showing Institute Structure



Student Guidelines and Policies

Student Orientation

During the week prior to the start of your course the AICD will hold orientation. This is a great opportunity for you to meet your fellow students and your lecturers and it is compulsory that you attend. During this time you get to find out the nitty gritty of the year and what your studies will bring you. This is a great opportunity to find out what you'll need for all your classes and most importantly a great time to socialise and should not be missed.

If for any reason you cannot attend orientation you will have to complete an institute induction during your lunch hour or after classes during your first week of attending the AICD.

The AICD Commitment to You

The AICD difference is that all our lecturers have REAL industry experience. We are committed to bringing you the most up to date Industry relevant training available in Queensland and Australia wide. We give our students 110% of our time and energy in ensuring that our graduates are the best in the industry.

Your Commitment to the Australian Institute of Creative Design

Your commitment to studying at the Australian Institute of Creative Design is the commitment you give to your own future. Your attitude to learning and studying is perhaps the most important skill you can develop while studying. Treat your study as if this were your job – turn up on time; be professional in all your communications and interactions with other students and your lecturers; complete all your work in the time given; ask questions if you don't understand the work being covered; take responsibility for your own learning; and always strive to be the best you can.

Working together we can make your future dreams a reality sooner.

Language, Literacy and Numeracy

All students studying at the Australian Institute of Creative Design are assessed for Language, Literacy and Numeracy (LL&N) skills at the interview stage, through the entrance test you completed prior to being accepted into the course. If you have been identified as needing extra assistance with LL&N (and any others who feel that they need extra assistance) you will receive this assistance within the AICD. If we feel that the scope of any student's needs is beyond our resources we will refer you to expert help.

Welfare & Guidance Services

The Australian Institute of Creative Design has available a list of service providers and contact details for a large range of external support and assistance for students and these are available from Student Services. The Gold Coast Institute of TAFE is our preferred provider for external educational support.

The Australian Institute of Creative Design has available a list of service providers and contact details for a large range of welfare organisations and these are available from Student Services.

Access to your Personal Details

Student access to their own files and results beyond Academic Transcript results that are posted out to you is unusual; therefore we ask you to follow the procedure outlined below:

- Current students wishing to access their files and competency results must provide a written request to Administration.
- Twenty-four to forty-eight hours notice may be required for this service.

Student Identification Card

You will be issued with a student identification card on enrolment and full payment of fees. This number will be your identification code for roles, assessment tasks, result notices and fees. Your student identification number must be kept confidential. The student identification card may also give you discounts at selected participating businesses.

Accommodation Assistance

Interstate or International students who require assistance in finding suitable accommodation or home-stay may receive assistance from the AICD. The AICD can assist students seeking suitable home-stay accommodation, or assist in linking students together who would like to share accommodation with other students.

Photographic Rights

It is a condition of enrolment into AICD that AICD has the right to photograph students in action in all AICD activities that includes but is not limited to the following : Classroom activities and demonstrations, individual and group presentations, off-premises AICD events such as fashion parades and competitions and allows AICD the discretionary use and ownership of such photographs to be used for promotional uses as AICD sees fit such as on the website, course promotion and advertising and print collateral.

Student Code of Conduct

It is a legal requirement that accurate roles are kept for the duration of your course. The Institute staff are responsible for your safety and must know your whereabouts at all times while present at the college. If you need to leave the premises during the day you must inform your lecturer of where you are going and how long you think you will be.

Repeated lateness creates disruption, loss of class time for other students, time wasted in repeating information and loss of quality delivery and momentum. If you are more than 15 minutes late for a class you will be marked absent and may be refused entry into that class (this is at the lecturers' discretion). If you leave early or do not return to a class after a break you will

also be marked absent. This will reflect in your results. You must be present for at least 80% of every unit of competency for you to pass in that unit. Medical certificates must be provided for any exceptions to be accepted for absenteeism over 20% and this is at the discretion of your lecturer in consultation with the Director of Education. Class contribution may also be assessed by a lecturer and should be considered. In the case where parents are responsible for the fees of a student, they will be notified in writing where a student attendance record is unsatisfactory. It is the student's responsibility to contact lecturers or students to catch up missed work. It is not required that a lecturer will repeat or re-deliver a missed lesson.

If you have been absent for a period of over two weeks and not notified administration you must make an appointment with Administration for a meeting prior to re-attending classes.

MOBILE PHONES

Mobile phones must be switched off during lessons. Emergency calls can be directed to administration and/or your lecturer.

EATING OR DRINKING IN CLASS / SMOKING

Eating or Drinking in class is not permitted. Any damage caused to property or equipment of the Australian Institute of Creative Design by food or drink must be paid for by the student. You may be suspended until all damages have been fully paid for. Smoking is banned at all times within the Australian Institute of Creative Design and as part of Queensland legislation people are prohibited from smoking within four metres of an entrance of any commercial building. Any damage or cost incurred by the Australian Institute of Creative Design due to a student smoking will be paid by in full by that student.

CLASSROOM RESPONSIBILITIES

Students are responsible for keeping their desks and work areas clean at all times. It is everyone's responsibility to maintain the appearance of the classrooms to a level that does not reflect adversely on themselves, the Institute or in any way affect other students' ability to work. Stickers or other adhesive materials cannot be placed on any property belong to the Institute. The offenders will be responsible for the removal and any costs incurred for damage.

Wilful damage of premises, equipment or property will be treated as a criminal offence and will be reported to the police. The offending student and/or guardian will be responsible for all costs incurred.

Students must use cutting boards at all times and will be responsible for the cost for any damage incurred.

DISRUPTIVE BEHAVIOUR

Disruptive behaviour in classes will not be tolerated. Any verbal abuse towards lecturers or other students will result in a warning letter addressed to parents or guardians. This information will be recorded in the student files and repeat offenders may be expelled. Physical abuse is a crime and will be reported immediately to the police. Your parents will be notified immediately and this may result in instant dismissal.

The student/guardian will still be liable for full fees owing after dismissal for verbal or physical abuse.

OUTSTANDING PAYMENTS

PLEASE REFER TO THE 'REFUND AND PAYMENT POLICY' FOR FURTHER INFORMATION

Where student payments to the Institute are outstanding, students will not be eligible to:-

- Undertake/submit assessment;
- Continue study;
- Receive results and awards;
- Have access to Institute facilities.

Workplace Health & Safety

- At the start of each year a full fire drill will be held where students and staff will participate in evacuation procedures. Signage will be posted in all appropriate sites around the campus showing evacuation map and other emergency and safety procedures.
- At the start of each unit of competency or cluster of units all students will be informed of the occupational health and safety issues and requirements that relate to the industry for which they are training. Lecturers will ensure that all students are aware of the safety precautions, correct operating procedures and correct maintenance for all equipment and machines used by the student.
- Attire – different study areas will have different expectations and these will be covered in the individual course orientation. Generally, students involved in product development and beauty therapy students must wear flat enclosed shoes. Beauty students will also be required to wear a uniform.
- Long hair must be tied back and secured or worn in a hair net while operating any machinery.
- Fingernails must be maintained at a practicable length. Long nails will not be allowed
- No loose clothing or jewellery should be worn while operating machinery
- Spray adhesives and fixatives are totally banned from the campus

EMERGENCY PROCEDURES

- In the event of an emergency or evacuation of the Institute it is important that all students follow the directions of Australian Institute of Creative Design lecturers and staff at all times. Do not panic. Do not run.

Course Delivery

DELIVERY MODES

- All courses use face to face delivery and all compulsory sessions are identified in the relevant units or cluster Delivery and Assessment Guide
- You will be provided with a Delivery and Assessment Guide for your units or clusters being completed. It is **your** responsibility to keep this guide and refer to it for all information on assessment tasks and delivery schedule of your units or clusters.
- Many of the units and clusters will also provide you with workbooks and reference materials and it is **your** responsibility to bring these to class as directed by your lecturer.

TIME FRAMES

Lecturers will have estimated the time all classroom tasks should take you. However in order for you to complete all the work that is expected for assessment tasks you will be required to spend up to another 30% of your time on assessment tasks. What this means that is that for every six hours of face to face delivery in class, you can expect to spend at least another two hours completing tasks at home. Some lecturers will be available by appointment outside of delivery time for you to discuss assessment and class room tasks and you should avail yourself of this service if you feel that you are not coping with your workload.

Assessment Overview

ASSESSMENT STRATEGY:

All the qualifications offered by the AICD are largely practical in nature and are competency based. You must achieve competency in all the units offered for each qualification you are enrolled in. If you successfully complete some units of competency but not all the units you will be eligible for a statement of attainment for the units you have completed.

Due to the practical nature of our qualifications it is important that you maintain your attendance and complete all work covered. There is no substitute for practical and hands on experiences and this is something that can't be copied from someone else's notes. Due to this we recommend that all students strive to maintain at least 80% attendance rates. Missing more than 20% of any one unit of competency will seriously disadvantage your ability to achieve competency in that unit and could result in you re-enrolling and paying for the unit again.

Any absences, especially on an assessment date **MUST** be justified by the submission of a medical certificate to be considered eligible to retake the assessment and still be eligible for a supplementary assessment. Students who fail to supply adequate evidence of a valid and reasonable reason for their absence will be allowed only one attempt at the assessment task and will only be eligible for a 'Competent' or 'Not Yet Competent' result.

ASSESSMENT CODES

KEY TO GRADES:

Y	Competent
N	Not Yet Competent

To be found competent in a unit of competency students must satisfactorily fulfil all the assessment requirements for that unit. For further information regarding the Assessment and Re-Assessment Policy and Procedure refer to the student manual.

AICD SUPPLEMENTARY ASSESSMENT POLICY

This is not a part of the Australian Quality Training Framework and is not recognised as a part of competency based training. It does however give students, prospective employers and higher education providers, such as universities, a better overall view of a student's achievement levels throughout their study. This supplementary assessment policy has the following guidelines:

- Once competency has been achieved a student is then given a supplementary assessment based on their overall performance within that unit of competency.
- These levels are:
 - **Distinction** **DY-** an exceptional level against a range of criteria
 - **Credit** **CY-** an advanced level of performance against a range of criteria
 - **Proficient** **PY-** a proficient level against a range of criteria but the student has not provided sufficient evidence for a credit or distinction.

ASSESSMENT TASKS

- Students must complete a Submission of Assessment task form that they will find at the back of the relevant Delivery and Assessment Guide and hand this in with all work that is submitted for assessment.
- Late assessment tasks will not be accepted. (It may be better to hand in an incomplete assessment task than not hand in one at all).
- Student wishing to apply for an extension must do so **prior** to the due date and use the appropriate form (access from lecturer or Administration).
- An application for assessment will not automatically result in a student being granted an extension if the lecturer feels that the student has misused class time or had unexplained absences for the unit or cluster (no medical certificates supplied).
- The deadline for an assessment task lies within the allocated class time for that assessment and not any other time during the day.
- All assessment tasks must be marked as satisfactory in order to be considered competent.

Student Complaints and Appeals

It is the Institute's aim that students participate in a quality educational and a rewarding personal experience. Students concerned about the application or contravention of the principles outlined in this Student Code of Conduct (and the policies which underpin these principles) should be aware that compliant procedures exist to deal with inappropriate conduct, such as sexual harassment, discrimination and harassment and breaches of personal privacy.

More generally, students with concerns regarding the conduct of teaching staff can consider taking the following steps: - (for greater detail see the Institute Student Complaint Process)

- a. Students may approach the Institute Manager or another staff member and must put their complaint in writing;
- b. The Institute Manager has broad responsibility for the teaching programs in the Institute and will endeavour to conciliate or mediate an outcome which addresses student concerns. In dealing with complaints, consideration will be given to issues such as maintaining student confidentiality in individual cases.
- c. Where students remain dissatisfied following the initial handling of their complaint, they may consider taking their complaint to Level 2 and the Institute CEO will handle the complaint process and will have the final responsibility for handling the complaint process.

The Student Services officer is available to provide assistance and advice concerning study-related matters and processes, including complaints and appeal mechanisms. Students are encouraged to contact the Student Services Officer to discuss concerns they have, before taking the steps outlined above.

Student Complaint Process

OVERVIEW:

This is designed to ensure the prompt resolution of student complaints within the Australian Institute of Creative Design (AICD). It applies to all complaints raised by students enrolled at AICD except:

1. Sexual Harassment
2. Appeals against academic results which are managed through a separate process outlined in the student manual.

A complaint is defined as a cause of dissatisfaction where the student has an honest belief, based on reasonable grounds, that an administration decision or the behaviour of another student or staff member is unfair and/or unreasonable.

RESPONSIBILITIES:

1. Institute Manager
 - 1.1. Manage the Level 1 process outlined in this Complaint Process
 - 1.2. Investigate the complaint and make a determination in a timely manner (Refer Actions)
 - 1.3. Maintain accurate records of all issues and outcomes
2. Chief Executive Officer
 - 2.1. Manage the Level 2 Process outlined in this Complaint Process
 - 2.2. Investigate the complaint that was unable to be resolved by the Institute Manager and make a determination
 - 2.3. Document accurate records of all issues and outcomes which will be filed with the student/staff records
 - 2.4. Offer external complaint resolution options.

ACTIONS:

Throughout the complaint process all matters/documentation relating to the complaint are to be treated in a prompt and confidential manner and all parties involved are to participate as normal in the Institute activities.

LEVEL 1 COMPLAINT PROCESS

Timeframe: If levels 1 or 2 remain un-finalised after 10 working days from each respective date of lodgement, the parties to the complaint are to be provided with information about the status of the complaint and the planned date of finalisation.

If Level 1 remains un-finalised after 15 working days from the date of lodgement, the initiating party may proceed to Level 2 unless otherwise agreed.

1. The individual making the complaint must put it in writing.
 - 1.1. The written complaint is directed to the Institute Manager. If the complaint is against the Institute Manager another Institute staff member must be present to document the complaint.
 - 1.2. The Institute Manager is to interview the initiating person, listen to the complaint and explain the options/process to them.
 - NB: Special consideration for people with special needs or under 18 years may be required.
 - NB: Any party to the complaint may request the presence of an observer at any meeting.
 - 1.3. The Institute Manager is to interview the person who is the subject of the complaint clearly outlining the nature of the complaint and who has lodged the complaint.
 - 1.4. The Institute Manager takes appropriate action to resolve the complaint. This may include:
 - o Assessing the validity of information; and/or
 - o Making enquiries; and/or
 - o Reviewing reasons for an administrative action.Other actions may include:
 - o Meeting with the two parties,
 - o Explaining why actions occurred, etc.
 - 1.5. The initiating person and the subject of the complaint decide whether the complaint has been resolved
 - 1.6. The Institute Manager will provide feedback to both parties. The process will then be completed
 - 1.7. If the initiating party or the subject of the complaint does not believe that the complaint has been resolved, the Institute Manager may bring both parties together to interview and attempt to resolve the complaint.
 - 1.8. The initiating person and the subject of the complaint decide whether the complaint has been resolved
 - 1.9. The Institute Manager will provide feedback to both parties. The process will then be completed
 - 1.10. If the initiating person and the subject of the complaint wish to continue the process, the complaint will move to Level 2 of this process

LEVEL 2 COMPLAINT PROCESS

2. The Institute Manager will forward all documentation relating to the complaint to the Chief Executive Officer.
 - 2.1. The CEO is to investigate the complaint by reading the supplied documentation.
 - 2.2. The CEO may interview all parties involved in the complaint to attempt to resolve the complaint. A professional mediation service could be used- any costs to be born by the complainant.
 - 2.3. The initiating person and the subject of the complaint decide whether the complaint has been resolved
 - 2.4. The CEO will provide feedback to both parties and document accurate records of all issues and outcomes. These documents will be filed with the staff members file (if the subject of the complaint was an AICD staff member) or the student's file. The process will then be completed
 - 2.5. The CEO will provide both parties with information about other external complaint resolution options and document accurate records of all issues and outcomes.

Assessment & Re-assessment Policy & Procedure

Assessment tasks must be submitted to the lecturer **BY THE DUE DATE** specified for a result to be recorded, unless an extension has been granted.

1. Extensions will only be granted due to personal illness, or for other extenuating circumstances:-
 - The student must approach the lecturer concerned well before the due date;
 - Formal requests for extensions must be submitted in writing 48 hours prior to the advised deadline;
 - Length of extension is at the discretion of the lecturer;
 - Doctor's certificates must be produced to verify illness (or other documentary evidence, where applicable).
2. Students are responsible for:
 - Complying with the assessment task submission process as determined by their lecturer;
 - Collecting, arranging feedback and negotiating resubmission of the assessment task;
 - The retention and resubmission of the assessment task (if a re-evaluation is required).
3. Students must properly acknowledge all information sources.
4. Students failing to submit their assessment task/assessment item by the due date, without an extension, will be awarded an unsuccessful result for that assessment.
5. Students submitting an assessment item by the due date, but it is marked "Unsatisfactory" may request a 'resit'. Only one 'resit' will be granted for each assessment task.
6. Students failing to submit their resit assessment task by the due date will be awarded a final unsuccessful result for that assessment task and must re-enrol to gain competency.
7. Students wishing to challenge the result of an assessment must do so in writing as per the reassessment policy outlined below.

Students who are not assessed as being 'competent' in a unit **MUST RE-ENROL** in the competency if they wish to be considered eligible for the qualification for which they are enrolled.

NOTE: Resubmissions (including exam re-sits) will be only granted IF the lecturer considers the student has made a genuine attempt at the first assessment.

Academic Appeal Procedure

General Information:

A student seeking to appeal against an academic decision relating to a course/unit or assessment(s) shall have the following avenues of appeal:-

- Within 2 days of receiving their statement of results from the Institute, a student should make an informal approach to the lecturer/supervisor concerned (this may be dealt with as re-evaluation, refer point 5 above);
- If the lecturer is on leave the student should place the request in writing and ensure it is received by the Director of Education within 7 days.

If the student is dissatisfied with the decision of the lecturer the student shall have a further right to appeal to the Director of Education-

- This must be in writing and lodged within 7 days of their re-evaluation; and
- Must be accompanied by payment for re-evaluation.
- If the original result is upheld, the student must re-enrol in the unit/course if they wish to still be considered for competency.
- If the student is found competent they are refunded their re-evaluation fee.

If the student is still not satisfied they have the right to appeal to the Institute Manager.

- This must be done in writing and lodged within 7 days of their re-evaluation notice.

If the student is still not satisfied with the decision of the Institute Manager, the student has the further right to appeal to the Academic Appeals Committee;

- The notice of appeal should be in writing addressed to the CEO for referral to the Chairperson of the Academic Appeals Committee and submitted within 7 days of the initial decision of the Institute Manager.
- If the appeal is not lodged in the specified time, the result will stand and the student must re-enrol in the course/unit and undertake new assessment.

The institute has the following responsibilities in regard to all Academic Appeals:

- All student academic appeals will be handled in confidence and the results will not be made public to any third party;
- The director of Education will keep the student informed of the progress of their appeal and give an expected time frame for its review;
- Record the nature of the student academic appeal, the cause of the appeal, the measures taken to rectify the cause of the appeal, and develop an action plan to improve the situation; and
- The academic review process should be finalised within 7 days of receiving the original academic appeal and the student will be informed of the appeal result in writing

If the student is not satisfied with the result of their academic appeal they further have the right to take their appeal to the academic appeals committee and they will be informed of their rights and avenues in writing.

ACADEMIC APPEALS COMMITTEE

The CEO will establish an Academic Appeals Committee when required. Membership is to include;

- The Director of Education,
- One lecturer not involved with the disputed result, and
- One other Institute staff member.
- In addition the appellant has the right to nominate a person from industry or other training institutions with a background experience in the subject being disputed and another lecturer from the field of study in dispute.

The Academic Appeals Committee shall:

- Review all the circumstances of the disputed results and make a determination in the matter.
- Clearly document the process of their decision.
- Immediately communicate their decision to the appellant and the Institute Manager.

Each sitting of the Academic Appeals Committee shall elect one of its members to be Chair and that person shall:

- Ensure that records are kept of the proceedings at all meetings and contain a fair summary of all information submitted to or obtained by, the committee.
- Authorise, if required, the appropriate amendment of student records.

All decisions of the Academic Appeals Committee will be final.

Note: All submissions for appeal must be in writing and must be within the specified time frames or the original result will stand and the student must re-enrol in the unit/module and undertake new assessment.

Policy for Cheating and Plagiarism

A student shall not cheat in an examination or any other assessment. A person, whether student or not, shall not do anything intended to assist any other person sitting for an examination to cheat or otherwise defeat the purpose of the examination or any other assessment.

- If an examination supervisor believes that a student is cheating, the student will be instantly informed of such but allowed to finish the examination;
- The examination supervisor is required to prepare a written report on the alleged cheating and attach the report to the student's examination paper;
- The matter will be referred to the Director of Education for appropriate action as outlined in the document 'Student Misconduct'.

Students may not submit as their own work, that which has been derived from another source-

- This constitutes plagiarism
- All information sources must be properly acknowledged.

Plagiarism most commonly is:-

- Directly copying word for word another person's work without proper acknowledgement;
- Using or developing another person's ideas without acknowledging them;
- Using the work of other students (with or without their permission) and claiming it as your own.

Note: Any breach of the cheating and plagiarism policy is deemed "student misconduct" And will be handled through the student discipline policy.

Policy on Access and Equity

The Australian Institute of Creative Design has a '**zero tolerance**' policy on any form of discrimination and is committed to treating all students and staff equally and with respect. Respect of beliefs and individuality is fundamental to this. This policy is consistent with all other policies of AICD and it is also consistent with the Vocational Education, Training and Employment Act 2000 QLD and the QLD Anti-discrimination Act 1991.

PURPOSE

The purpose of this Access and Equity Policy is to set a framework to facilitate access and participation within the Australian Institute of Creative Design for all people wanting to develop a career in the Fashion Industry. Discrimination is prohibited on the following grounds:

- Sex;
- Relationship status;

- Pregnancy;
- Parental status;
- Breastfeeding;
- Age;
- Race;
- Impairment;
- Religious belief or activity;
- Political belief or activity;
- Trade union activity;
- Lawful sexual activity;
- Gender identity;
- Sexuality;
- Family responsibilities;
- Association with, or relation to, a person identified on the basis of any of the above attributes.

Prohibitions in education area- an educational authority must not discriminate in the education area if a prohibition in the following applies-

- Discrimination by educational authority in prospective student area- applications for admission; and
- Discrimination by educational authority in student area- in variations of student enrolment, limiting or denying access, excluding a student or treating a student unfavourably in any way in connection with the student's training or instruction.

This policy applies to all students, lecturers, employees and administrators who are connected with the training programmes offered by the AICD. It is based on the following principles and objectives.

PRINCIPLES

1. Equity for all people through the fair allocation of resources, time and involvement in the vocational education and training offered by the AICD,
2. Equity of opportunity within the AICD for all people,
3. Access to quality vocational education and training for all people at the AICD,
4. Opportunities for all people involved in the AICD to participate in relevant decision making processes and services offered by the AICD.

OBJECTIVES

1. To actively incorporate access and equity principles and practices in the key processes affecting the outcomes for students in the AICD,
2. To achieve equitable access to the AICD services and programmes for all potential students,
3. To include all stakeholders and interested parties in the AICD the opportunity to participate in relevant decision making processes.
4. To encourage positive outcomes for the students of the AICD by developing processes that enable them to participate successfully in these programmes,
5. To offer quality support services which enhance the student's ability to achieve positive outcomes,
6. To develop effective links with relevant agencies that represent minority groups in order to facilitate the full participation of all people enrolled in study at the AICD to achieve positive outcomes.

IMPLEMENTATION

As this Access and Equity policy will underpin and inform all practices of the Australian Institute of Creative Design and the training offered by the Institute, it should be used and considered by all teaching staff, students, administrators and interested stakeholders involved with the AICD. The following outlines the rights and responsibilities of all interested stakeholders.

AUSTRALIAN INSTITUTE OF CREATIVE DESIGN

RIGHTS:

1. It is expected that students will discuss any specific requirements needed to assist them in their study and actively participate in the process of solving how their requirements will be met.
2. Lecturers and Administration of the AICD have a reasonable expectation that they will be fully informed of all specific needs of students to facilitate their full participation.

RESPONSIBILITIES:

1. Teaching staff are expected to create a climate whereby the contributions of students are valued and where learning is supported.
2. Teaching staff have the responsibility to make reasonable adjustments of students with particular requirements.
3. Where issues arise regarding the progress of a student the Institute has a responsibility to communicate concerns with the student and where a third party is responsible for the payment of fees, also that third party.

STUDENTS

RIGHTS:

1. Students have the right to expect that they will be treated with dignity and respect and that the educational environment will be inclusive,
2. That reasonable requests for assistance will be responded to in a supportive manner, and
3. Have the right to have their views heard and considered when policies relating to them are being developed.

RESPONSIBILITIES:

1. Students have the responsibility to discuss with teaching staff any particular requirement that they may need in order to assist them in their study. They then have a responsibility to actively participate in the process of solving how their requirements are met.
2. Once support requirements have been identified students have the responsibility to accept and utilise this support.
3. Students have a responsibility to treat all other student and staff with fairness and respect.

SUPPORT

The office of Student Services is available for confidential discussions with students and to offer support and to provide assistance to students with any special educational needs that may prevent their development of their full potential. Where problems exist outside the scope of this office the student will be referred to outside agencies for the assistance that they require.

Recognition of Qualifications issued by other RTO'S and Transfer Credit

The Australian Institute of Creative Design recognises the Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by any other Registered Training Organization (RTO). Students who have completed study at another institute may apply to have their results recognised against the qualification they are enrolled in and may apply for credit transfer of this study. If the units of competency gained elsewhere are the same as the units being offered by the AICD, students will receive a direct credit for these units. Units of competency from older qualifications will be mapped against relevant transition guides and if

comparable will also be granted direct credit. Other study will go through the RPL process outlined below.

RPL (Recognition of Prior Learning) Requirements

Students can submit an RPL application for any Unit of Competency in which they believe they may have the relevant current knowledge and skills. They are free to ask assistance from a course lecturer or Administration. Application forms are obtained from Administration. The cost of an RPL application is the same cost as enrolment in that Unit of Competency. Students must be enrolled and have paid their fees before the RPL process can begin. Granting of RPL in a Unit of Competency will result in the successful student gaining credit for that Unit without the need for their attendance or study in that particular unit.

DEFINITION:

Recognition of Prior Learning (RPL) is a process to obtain formal recognition for the competencies, skills and knowledge you have acquired through:

- Previous training (at college or place of work)
- Education (at school, college or place of work)
- Work experience (paid and unpaid work)
- Life experience (leisure pursuits and voluntary work), which may be used to demonstrate achievement in a Unit of Competency(s) without having to attend training or study.

EVIDENCE REQUIRED:

In order to apply for RPL a student needs to demonstrate that they are competent against the requirements of that Unit(s). Being competent means that the student can show that:

- They can perform a job/task/activity to meet today's industry standards
- They can do it in a consistent way, over time
- That they have sufficient knowledge to enable them to perform it in a range of situations.

The onus is on the applying student to demonstrate the relevant skills, documents and/or materials and should consist of any or all of the following:

- Formal statements of results
- Examples of work or resources which the student has produced
- Performance appraisal reports
- References from current or former employers
- Position descriptions/job role
- Details of formal training, seminars, conferences and workshops they have attended which are relevant to their RPL application
- Certificates of participation/achievements/awards/letters of commendation
- Video tapes, tape recordings and/or photographs of their work activities
- Specific details of their work and/or participation in projects
- Written testimonials from managers or colleagues
- Written validation from their workplace supervisor
- Documented workplace demonstration

TIME FRAME:

Students are to be informed in writing of the status of their application within 21 days of lodgement.

EVALUATION:

This is to be completed by a fully qualified lecturer/assessor, who is the content expert for that Unit of Competency. This will be done against the requirements of the Unit of Competency.

APPEALS AND SECOND ATTEMPTS:

Students will be given feedback on their RPL application and if they wish may submit a second attempt to show competency. If they are unsatisfied they can lodge an appeal (refer to Academic Appeals)

SPECIAL NEEDS:

Students lodging an application for RPL who have special needs, such as experience difficulties in language or numeracy or are from a non-English speaking background can expect reasonable adjustments in the evaluation process. For example an interpreter can be sourced for the student but this will be at their expense.

IF UNSUCCESSFUL:

Students who are unsuccessful in the RPL process will have to re-enrol and pay the fees in the Unit of Competency for which their application was unsuccessful if they wish to have their competency recognised.

Failed Subject fees

If after resubmitting all assessments a student is found to still be 'Not Yet Competent' in a unit of competency, they will be required to reenrol in that unit of competency and attend classes again or attempt another resubmission of their work if the student wishes to have their qualification recognised. Reenrolment will incur payment for tuition fees for the failed unit of competency based on delivery of contact hours.

Refund and Payment Policy

The course deposit is not refundable under any circumstances.

At the time of enrolment the student/guarantor becomes liable for the full course cost.

The course fees are for a position in the course and the student/guarantor is liable for the full course fees regardless of the students' attendance or completion of the course.

If the student withdraws from the course after the scheduled commencement date, the student is still liable for the full course payment. The full course fees must be paid for the entire course even if you choose to withdraw, your visa is cancelled or you are expelled from the college for misconduct.

Student's who have not paid their course fees in full are not eligible to receive a transcript of results, statement of attainment or certificate/qualification. Results will only be released when the full course payment has been made in full.

All outstanding course fees become immediately due and payable upon expulsion for unacceptable behaviour or misconduct.

PAYMENT OPTIONS:

Students have two payment options for their selected course:

- 1) Discounted Upfront payment
- 2) Payment Plan: Weekly Direct Debits

All students are required to pay a non-refundable administration fee as a deposit, of 10% of the discounted upfront course cost to enrol in the course.

Discounted Upfront Payment:

After students have paid their deposit, the balance of the discounted upfront course cost is payable on Course Commencement (**meaning the first day of the course**). Students will not be eligible for the Discounted Upfront Course Cost if the full payment for the course is not received on course commencement. Payments towards the course can be made prior to course commencement. **It is not AICD's responsibility to chase payment for the course**, and if payment has not been received on the course commencement date, the student or guarantor will be liable for the Full Course Cost.

Payment Plans

After students have paid their deposit, the course balance** of the full course cost is divided into weekly payments over the course duration*. Please note, **if the payment plan form is not returned by the course commencement date, the weekly payment amount will need to be adjusted so that the payments are finalised by the last week of the course. It is therefore imperative for the student's sake that payment plan forms are returned prior to the course commencement date!**

* Course duration is the number of weeks from the start of the course to the end of the course including holidays/course breaks.

** Course balance is the balance payable for the total course cost including the 10% handling fee if the minimum course deposit of 10% is paid.

Weekly Direct Debit payments are made through 'Ezypay'. Students electing this payment option must fill out the appropriate Ezypay forms to elect the bank account to have payments taken from. Ezypay takes at least one week to load customers onto their system. This means that for every week late a form is, your payments are going to take at least one more week before they start.

LATE PAYMENTS

Overdue course payments will incur an interest charge of 2.5% per month (or part thereof) from the date the payment was due.

Overdue payments will be referred to a debt collection company of AICD's choice and any fees or commissions associated with debt recovery will be at the student's expense.

All information contained on the enrolment form and all other documents given to the college pertaining to the signatory of the enrolment form or their agent, may be given to a third party for the exclusive purpose of debt collection. **This information may also be shared with a Credit Reporting Agency for the purpose of creating or maintaining an information file on the Guarantor.**

DEFERMENT

Course deferment is only considered in cases of illness/injury or extenuating circumstances that prevents course participation. Deferment is granted at the College Director's sole discretion.

Applications for deferment must be made in writing and an interview with the College Directors may be requested. Deferment of the course is not a deferment of the course fees. Course payments must be made according to the student's original enrolment as the payment is for the position in the course for which they enrolled.

Any payments made towards the course fees and/or the student's attendance at any class constitutes full acceptance of the refund and payment policy.

COURSE CANCELLATION

Should the Australian Institute of Creative Design cancel a course, participants are entitled to a full refund or transfer of funds to another/future course. In this event, students will be given their preferred option.

ADDITIONAL FEES

Fees for **student identification cards** are required at the time of enrolment. If the identification card is lost students will have to pay for a replacement one at the same original cost. The identification card will allow students to receive discounts on public transport and at the cinemas etc.

Graduation

The Graduation event occurs at the end of each year. Student's wishing to attend graduation will have to purchase tickets for themselves and their guests. Student's will be notified of the graduation venue and ticket price in advance.

Failed Subject Fee / Re-Enrolment in a Unit of Competency

Due to the practical nature of the courses offered, it is imperative that students attend all classes. If students miss multiple classes it becomes difficult to catch up. When students miss multiple classes in the same unit it is impossible to assess the student's competency in that unit.

Absences should only occur when the student is unable to attend because of illness.

Doctor's certificates are required for absences.

Students are required to attend a minimum of 80% of each unit of competency to be eligible to pass. Students who do not attend for the minimum of 80% of a unit of competency, will fail the unit and be required to re-enrol in the unit to be eligible to complete the qualification. Student's who have missed classes can organise for one-on-one teaching at their expense with a teacher to catch up on the work missed. This shall be organised through the school.

Re-enrolment in a unit of competency is charged at a pro-rata rate based on the unit's duration. Student's will have to complete the unit in the next available intake and will not be eligible to receive their qualification until that unit is completed and competency has been achieved.

OTHER ASSOCIATED COSTS AND CHARGES

Cost of reissuing the following: -

Reference letter (any kind)	\$25	(Inc. GST)
Term Results	\$50	(Inc. GST)
Search Fees (Files older than 3 years)	\$50	(Inc. GST)
Statements of Attainment	\$80	(Inc. GST)
Diploma	\$160	(Inc. GST)
Advanced Diploma	\$200	(Inc. GST)

Employability Skills

Employability skills are sometimes referred to as generic skills, capabilities or Key Competencies. The “Employability Skills for the Future” report released in 2002 indicated that business and industry require a broader range of skills than the previous skills identified by the Mayer Key competencies. The report further described facets for particular occupational and industry contexts and these facets are seen by employers as being dependant both in their nature and priority on an enterprise’s business activity.

The following table contains the Employability Skills facets identified in the report Employability Skills for the Future.

Skill	Facets
	Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none">• listening and understanding• speaking clearly and directly• writing to the needs of the audience• negotiating responsively• reading independently• empathising• using numeracy effectively• understanding the needs of internal and external customers• persuading effectively• establishing and using networks• being assertive• sharing information• speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none">• working across different ages irrespective of gender, race, religion or political persuasion• working as an individual and as a member of a team• knowing how to define a role as part of the team• applying teamwork to a range of situations e.g. futures planning and crisis problem solving• identifying the strengths of team members• coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none">• developing creative, innovative and practical solutions• showing independence and initiative in identifying and solving problems• solving problems in teams• applying a range of strategies to problem solving• using mathematics, including budgeting and financial management to solve problems• applying problem-solving strategies across a range of areas• testing assumptions, taking into account the context of data and circumstances• resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none">• adapting to new situations• developing a strategic, creative and long-term vision• being creative• identifying opportunities not obvious to others• translating ideas into action

	<ul style="list-style-type: none"> • generating a range of options • initiating innovative solutions
<p>Planning and organising that contribute to long and short-term strategic planning</p>	<ul style="list-style-type: none"> • managing time and priorities - setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting - weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
<p>Self-management that contributes to employee satisfaction and growth</p>	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
<p>Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes</p>	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn - mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting - on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
<p>Technology that contributes to the effective carrying out of tasks</p>	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

An Employability Skills Summary exists for each qualification and captures the key aspects of Employability Skills that are important to the job roles covered by each qualification level and these can be found in the information for the individual qualifications in which you are enrolled.

Definitions & Glossary of Terms

Accredited Course	This is a course that has been accredited by a state or territory course-accrediting body and lead to an Australian Qualifications Framework qualification or Statement of Attainment
Assessment	The process of collecting evidence and making judgements on the nature and extent of progress towards, and achievement of, performance requirements set out in unit of competency.
Australian Institute of Fashion Design	Also referred to as the Institute and AIFD.
Authorised Person	A designated staff member of the Australian Institute of Creative Design, appointed by the CEO, to perform the duties as specified in each instance of the Student Rules.
Award	Formal certification recognising that learning outcomes/competencies required for a programme have been met.
CEO	Chief Executive Officer of Australian Institute of Creative Design
Clustered Courses/Units	Courses/Units with the same Start of Study and Completion of Study dates, delivered concurrently as a 'clustered' group
Competency	Comprises the specification and consistent application of knowledge and skills against the standard of performance required in employment as described in the relevant curriculum document/training package.
Competency-based Assessment	Assessment undertaken and a result awarded based on competency achieved or competency not yet achieved.
Competency-based Training (CBT)	A form of education and training which aims to produce a workforce with the skills and knowledge required by industry or commerce. It focuses on what a learner can do as a result of the education and training.
Content Expert	A formally qualified assessor/lecturer who- <ul style="list-style-type: none"> • Satisfies the established requirements for assessing in a particular area and level of competency; • Knows the competency standards or learning outcomes to be demonstrated; • Knows current industry practices for the job or role against which performance is being assessed.
Course/Unit (of Competency)	A specific learning segment, complete in itself, which deals with one or a number of elements of competency expressed as learning outcomes. A course/unit must be capable of being separately assessed and be capable of standing on its own.
Deferred	An assessment/examination given to a student who has, through

Assessment/Examination	circumstances beyond their control, been unable to meet the assessment/examination requirements within the original period specified.
DIAC	Australian Government Department of Immigration and Citizenship
Equity	Essentially defined as fairness. For the Student Rules, it means people are provided with the opportunity to access, participate and successfully achieve their desired outcomes.
Exceptional Circumstances	Examples of exceptional circumstances: All students: Verifiable illness or injury that prevents the student's ability to study. International students: immediate maternal/paternal grandparent/s, parent/s, sibling/s (off-shore) suffer a serious illness, or are subject to civil, military or political disturbance/s, requiring the student's return to their home country.
Fees and Charges	Any fee or charge for instruction, assessment or other services provided in or by the Australian Institute of Creative Design.
Formal Study	Education or training obtained in a Recognised Training Organisation (RTO).
International Student	A student who is residing in Australia who is not an Australian citizen.
Lecturer/Trainer & Assessor	A person who provides systematic information, instruction or training about a subject or skill and assesses the student's performance, skills and knowledge against a range of set criteria.
Mutual Recognition	A commitment that the Institute will recognise the AQF (Australian Qualification Framework) qualifications issued by other RTO (Recognised Training Organisation) within Australia.
Outcomes (learning)	The competency to perform the activities within an occupation or function to the standards expected in employment.
Premises	In the context of these rules the following constitute the institute's premises:- <ul style="list-style-type: none"> • Any part of the complex where the Institute operates from, • Any part of a building or structure
Procedural Matter	A dispute or question relating to the academic processes or procedures adopted in, arriving at, or reaching an academic decision.
Recognition of Prior Learning (RPL)	The acknowledgement of a student's current skills and knowledge obtained through: <ul style="list-style-type: none"> • Life experience and/or • Education and/or • Work experience and/or • Previous training
Result of Assessment	A formal statement issued by the Institute to a student recognising results for one or more courses/units.

Special Consideration	Specific, peculiar or out of the ordinary facts or circumstances taken into account in the decision, assistance or assessment processes.
Student	Any person who is enrolled with the AICD or who is attempting enrolment with the Institute.
Submitted	Presented for consideration or decision either hardcopy or via electronic media format.
Supplementary Assessment	In addition to competency based assessment and considered after competency has been achieved. A result awarded (Distinction, Credit) based on assessment and commitment to study.
Training Package	A set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills, developed by industry to meet the training needs of an industry or group of industries.
Transfer Credit	A process to formally recognise a student's achievement in previous study against units in their current study. Transfer credit can only be granted if equivalence between their previous study and their current study can be determined through a formal process.