

Australian College of Make-up and Special Effects



## **Code of Practice, Policy and Guidelines**

# Australian College of Make-up and Special Effects

## Policy and Procedures

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## **Statement of Educational Philosophy and Mission**

### ***Company Mission:***

To provide all aspects of the make-up industry with highly trained and efficient personnel, and superior make-up products thereby creating an unequalled international reputation.

### ***Philosophy:***

To establish and maintain the highest standard of vocational training in make-up and special effects

To focus on the needs of the student

To supply the entertainment and fashion industries with well educated and trained personnel who are constantly striving for excellence and innovation.

To develop a public awareness of make-up and special effects as a vital aspect of the entertainment and fashion industries

To create strategic alliances between other educational, government and industry bodies to further the aims of the College and the opportunities for students

## **Code of Practice**

Australian College of Make-up and Special Effects has an enviable reputation for the highest standards of excellence in its field. The College is committed to maintaining high standards in the provision of vocational education and training. The following Code of Practice describes, at a minimum level, the standards applicable to the College.

The policies set out in this Code of Practice underpin the operations of the College. All staff and students will abide by its provisions.

### ***Values Underlying the Code***

The Code of Practice rests upon the assumption of a number of values:

- *integrity*
- *honesty*
- *loyalty*
- *fairness*
- *conscientiousness*
- *compassion.*

### ***The College***

The name “Australian College of Make-up and Special Effects” accurately reflects the College’s nature and primary purpose

The names of all courses offered by the College accurately reflect the course content and qualification outcomes.

Advertising relating to the organisation as a whole and to individual courses is to be clear and accurate in all respects.

All courses offered by the College are to be delivered in an adequate and safe environment with observance of health, safety and fire regulations maintained.

### ***Compliance with Government Regulations***

The College complies with all relevant Local, State and Federal government regulations covering this type of organisation.

### ***Public Confidence***

The public should be treated fairly, reasonably and equitably.

### ***Code of Ethics***

The college maintains a Code of Ethics which all employees are obliged to observe.

### ***Educational Standards***

College policies and management practices are designed to maintain high professional standards. Policies and procedures safeguard the interests and welfare of students.

The College is committed to the success of students and maintains an environment conducive to learning. We offer the capacity to deliver the nominated courses, provide adequate facilities and use appropriate methods and materials.

### ***National Standards***

The College adheres to the Australian Qualifications Training Framework (AQTF) principles and standards which include:

- *The National Principles for Mutual Recognition and Registration*
- *National Principals for Registration*
- *National Core Standards for Registration*
- *Product/Service Standards for Training Delivery and/or Product Service Standards for Assessment*

### ***Recruitment and Enrolment***

Students are recruited responsibly and ethically at all times and recruitment will be consistent with any curriculum requirements. The College is committed to non-discrimination in any form when recruiting and selecting.

Applicants are assessed by appropriately qualified staff to determine whether their qualifications and skills are sufficient for the program entry and likely to lead to successful achievement of target competencies.

### ***International Students***

The College is bound by the Education Services for Overseas Students Act 1991 (ESOS), as amended from time to time, when dealing with international students.

International students are expected to abide by the organisation's academic standards. However, extra assistance needs (eg. language support) and cultural differences relating to learning styles etc. will be taken into account.

### ***Flexible Delivery***

The College recognises the principles of flexible delivery. Programs are designed to emphasise flexibility of delivery to maximise the opportunity for access and participation by disadvantaged students. Flexible delivery alternatives may include full/part attendance, face to face lectures, demonstrations, practical workshops and supervised work experience. Distance learning is not feasible

### ***Access and Equity***

The College recognises and supports the NSW Government Charter for equity in education and training. Specifically the College encourages cultural diversity through an inclusive policy of student selection and clear direction in the implementation of policies on Equal Employment Opportunity, Disabilities and Women, as well as separate policies and

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procedures to assist staff and students in the performance of their duties and the understanding of their responsibilities.

In dealing with issues which arise from time to time concerning students, clients, other staff members and members of the public staff should be consistent in their approach, prompt and fair.

### ***Distance Learning***

Given the reliance on the practical component of College courses to enable successful completion, and the need to produce detailed and exhaustive course notes and instructions for students proposing to undertake their studies outside the College environment, provision of distance learning is not seen as feasible.

It is the intention of the College to investigate the possibilities for distance learning using internet resources.

### ***Recognition of Prior Learning***

RPL is available for all subject units. Candidates initially self-assess against learning outcomes and assessment criteria of relevant modules. The Principal advises and assists them to prepare application and documentation to support self assessment.

Where the students qualifications have been issued under the Australian Qualifications Framework the College has an obligation to recognise those qualifications or Statements of Attainment where they have been issued by any other Registered Training Organisation.

If there is sufficient evidence in the application and supporting documentation, no further assessment may be necessary.

### ***Course/Program Information***

The College provides accurate, relevant and up-to-date course information to students which includes:

- *Admission procedures*
- *Assessment procedures and methods*
- *Assessment Appeals Procedures*
- *Arrangements for the recognition of prior learning*
- *Assessment facilities and equipment*
- *Certificate to be issued to the student on completion of course*
- *Code of Practice*
- *Competencies to be achieved by trainees*
- *Disciplinary regulations*
- *Equipment*
- *Facilities and Equipment*
- *Fees and Charges*
- *Grievances Procedures*
- *Learning Outcomes*
- *Program Timetable*
- *Qualification Details*
- *Refund Policies*
- *Trainee support services*

### ***Interaction with Students***

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

- *Courteous behaviour*
- *Recognising students' particular needs and circumstances*
- *Organising and monitoring equitable access to and participation in activities*
- *Referring students who need specialised assistance unavailable to the organisation to external organisations appropriate to their needs*
- *Explaining reasons for recording information about the students and assuring them of the confidentiality of information.*

### ***Rights of students***

Students rights and responsibilities are clearly set out in the Student Handbook.

The College respects the right of students to receive up to date information. It provides advice and support to students through its policy framework and applies fairness and equity principles to all issues arising.

### ***Rights of Staff***

The Staff of the College have the normal rights of employees, under the common law and within the provisions of applicable legislation. College policies that effect staff include, among others; Harassment, Equal Employment Opportunity, Occupational Health and Safety, Conflicts of Interest, Ethics, and Confidentiality.

### ***Conflicts of Interest***

The college maintains a Conflicts of Interest policy by which the staff must abide.

### ***Reporting Corrupt Conduct***

Staff have a duty to report to the Principal (in confidence) any unethical behaviour, wrongdoing or serious waste of college resources by any other member of staff.

### ***Personal and Professional Behaviour***

College staff should perform any duties associated with their positions diligently, impartially and conscientiously, to the best of their ability.

In the performance of their duties they should:

- *take reasonable steps to keep up to date with advances and changes in their area of expertise*
- *comply with any relevant legislative, industrial or administrative requirements they are aware of or which are notified to them by the College*
- *treat members of the public with courtesy and sensitivity to their rights*
- *treat students with courtesy and sensitivity to their rights*
- *treat other staff members with courtesy and sensitivity to their rights to foster a harmonious workplace*
- *strive to obtain value for College money spent and avoid waste and extravagance in the use of College resources*
- *not take or seek to take improper advantage of any information gained in the course of employment.*

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When faced with having to implement policy which is at variance with his or her own view, staff should discuss the matter with the Principal to resolve the issue.

Staff should not harass or discriminate in work practices on the grounds of sex, marital status, pregnancy, age, race, colour, nationality, ethnic or national origin, physical or intellectual impairment, sexual preference, or religious or political conviction when dealing with their colleagues and members of the public. Staff should understand and apply Equal Employment Opportunity principles, and understand and observe the college's harassment free work environment policy, equal opportunity policy and anti-discrimination legislation.

### **Use of College Facilities and Equipment**

It is expected that staff will be:

- *efficient and economical in the use and management of College resources*
- *scrupulous in their use of College property and services and not permit their abuse by others.*

College facilities and equipment should only be used for private purposes when permission has been obtained from the Principal.

### **Service Standards and Contact**

The College has a small staff and so it's not always possible to have someone available to provide immediate information and advice, but every endeavour will be made to do so.

Specifically the college will endeavour to

- *respond to correspondence within three weeks of receipt*
- *address telephone inquiries within two working days or provide progress advice where the matter is unable to be resolved quickly*
- *whenever sought, general information of the College's activities to be provided within one week of the written or verbal request*
- *process enrolment applications within a reasonable period so that the length of time between application and final enrolment is limited. Scheduling of applicants practical assessments will be undertaken within a reasonable from the application date, but on no account will exceed two weeks*
- *recognise an applicant's prior learning and take completed units where appropriate as an indication of ability and competency for selection in relevant courses*
- *strictly maintain discretion and confidentiality of client information.*

### **Confidentiality**

The staff of the College are required to maintain and keep confidential to the College all confidential information which they receive in the course of their employment with the College relating the affairs of the College, the affairs of clients of the College or any other party which has dealings with the College. This extends to information gained by employees, the confidentiality of which is not readily apparent. Specifically, staff of the College must not express or inadvertently disclose any confidential information relating to the College or its clients or any party dealing with the College to any third party without the prior approval of the Principal.

Staff are obliged to sign a confidentiality agreement upon their appointment.

### ***Student Input and Feedback***

Student input and feedback may be gathered formally or informally and is used to evaluate past and current programs. Our trainers are expected to obtain evaluation feedback from the students.

Student and Staff feedback is used to plan future programs.

We obtain feedback in the following ways:

- \* *Program evaluations*
- \* *Requests for specific programs*
- \* *Student appeals or grievances*
- \* *Industry statistics*
- \* *Recent reports or journals*

### ***Student Support***

Students needing language and literacy support are identified on application. Where only a low level of support is required the Principal may arrange for the student to receive extra-curricular assistance. Where extensive support is needed the student is referred to an external specialist provider. If the student's language and literacy skills will inhibit achievement of the course's outcome, the student's enrolment may be postponed.

### ***Liaison with Industry***

The College liaises with the industry through professional associations and local employers as appropriate.

Input is collected from industry contacts to confirm that proposed and actual training develops skills to meet the employment and skill demands of industry and future growth areas for self-employment and employment of others. Industry input can include:

- *Requests for specific programs*
- *Recent reports and journals*
- *Other evidence for skills to meet employment/skill demand*

### ***Curriculum Advisory Board***

The College Curriculum Advisory Board is composed of industry professionals and educators. It advises the College management on changes in industry practice, educational requirements and suggests curriculum adjustment where appropriate. The Board meets on a regular basis.

### ***Internal Monitoring and Review***

All functions, processes and procedures are reviewed regularly for effectiveness and efficiency. Monitoring and review occurs through:

- *Program records*
- *Student feedback*
- *Staff feedback*
- *Regular staff meetings to review current activities*

### **Copyright**

The College holds the appropriate copyright approvals for educational materials used in the College, computer software, intellectual property and other materials and tools used in the conduct of the business. The use of licensed materials is acknowledged and recorded.

### **Insurances**

The College maintains up to date and adequate insurance cover for the premises and facilities, as well as appropriate workers compensation and public liability insurance.

### **Marketing and Advertising**

The College is committed to integrity, accuracy and professionalism in our marketing activities. The information provided to potential students will avoid vague or ambiguous statements and false or misleading comparisons with other courses. The Principal is responsible for overall marketing outlays and design and dissemination of marketing and advertising materials. All marketing and advertising material complies with relevant legislation and VETAB guidelines.

### **Trade Licences**

The College monitors accreditation requirements and arranges all accreditation relevant to its programs. Requirements are included in program information. Business Registration and Company registrations are maintained annually.

### **Physical Resources**

The College maintains suitable and up to date premises and equipment so as to ensure smooth and effective operations. Facilities and equipment are set up, cleaned and maintained regularly to provide a pleasant and efficient working and learning environment.

Staff and students have access to necessary instructional and assessment facilities, materials and equipment. Training facilities have:

- *Accessible amenities such as toilets and drink stations etc*
- *Adequate acoustics without disturbance from external noise*
- *Adequate lighting for normal viewing, writing and reading without glare, brightness or distractions.*
- *Adequate ventilation and heating/cooling sufficient to maintain a suitable temperature for work and study.*
- *Clear sight and hearing from all points and to the point of presentation.*
- *Pleasing aesthetics.*
- *Sufficient power points placed appropriately.*
- *Suitable audio visual and presentation equipment.*
- *Suitable tools and equipment set up safely and securely.*
- *Tables that have appropriate space for writing and training activities.*

### **Course Fee Refund Policy**

Fees paid by students enrolled in short courses (1 – 10 weeks) are non-refundable.

Deposits are non-refundable

The Overseas Student Administration fee is non-refundable.

Health regulations prohibit return of the make-up kits once they have been supplied.

Full and part-time Certificate and Diploma course fees may be partially refunded at the discretion of the College and in accordance with the following schedule:

Withdrawal from a course prior to the end of term one:

No refund is payable

Withdrawal from a course during or prior to the end of term 2:

15% of the remaining tuition fee balance.

Should the College terminate a course or cease trading, a refund equivalent to the above will be provided.

For international students refunds will be provided in accordance with Australian Government regulations and the College refund policy.

To qualify for fee refunds students must provide the College with adequate notice of their intent to withdraw. This should be a minimum of one month prior to the date of withdrawal. Applications for refunds should be made to the Principal.

Refunds (where applicable) will be paid to the individual or organisation who originally paid the fee to the College, within one month of the College receiving a written claim.

Agreement to these conditions does not remove the right to take further action under Australia's consumer protection laws

### **Sanctions**

The College acknowledges that if these Code of Practice obligations and regulatory requirements are not met, registration as an accredited training provider may be withdrawn.

## Confidentiality Acknowledgment and Undertaking

I, \_\_\_\_\_

of \_\_\_\_\_

acknowledge and undertake as follows:

1. I acknowledge my obligations of confidentiality to Australian College of Make-up and Special Effects, (The College) and that I am bound by such obligations notwithstanding any other position of office that I may concurrently hold with any other organisation.
2. As one aspect of my obligations to The College, I undertake to treat as confidential and not reveal other than to the Board or management, use for business or private purposes or permit the use of any confidential information of The College, otherwise than in the proper performance of my obligations to The College or as required by law.
3. I acknowledge that confidential information of The College includes information embodied in the records and accounts of The College and information relating to the business, educational and other affairs of The College.

Signed in the presence of: .....

.....  
Witness

.....  
[Print name]

DATE: .....

## **Ethical Standards**

Australian College of Make-up and Special Effects (The College) acknowledges the need for continued maintenance of the highest standard of corporate governance practice and ethical conduct by all directors and employees.

### ***Code of Ethics***

The College aims to maintain the highest standard of ethical behaviour in its dealings.

### ***Objectives***

In maintaining its ethical standards The College will

1. Behave with integrity in all its dealings with members of the public, clients, students, employees, government, suppliers and business partners;
2. ensure that its actions comply with applicable laws and regulations;
3. foster good relations with business partners, government, suppliers and clients;
4. maintain and implement policies that will enable employees to avoid situations where conflicts of interest could arise;
5. maintain high standards of financial probity and marketing and advertising integrity.
5. not engage in any activity that could be construed to involve an improper inducement;
6. achieve an environment where:
  - equal opportunity is rigorously practised;
  - harassment and other offensive behaviour is not tolerated;
  - the confidentiality of commercially sensitive information is protected;
  - employees are encouraged to discuss concerns about ethical behaviour with their superiors;
  - college courses are delivered in an adequate and safe environment, with strict observance of fire, health and safety regulations.

The Principal is responsible for implementing, promoting and reviewing the effectiveness of the code of ethics.

## **Conflicts of Interest**

Staff of the College should avoid any financial or other interest or undertaking that could directly or indirectly compromise the performance of their duties. Conflicts of interest should be assessed in terms of the likelihood that staff possessing a particular interest could be influenced, or might appear to be influenced, in the performance of their duties on a particular matter.

Staff must always avoid situations in which they have the opportunity to prefer their own interests above those of the college.

In many cases only the individual will be aware of the potential for conflict. Therefore, the onus is on the individual to notify his or her supervisor if a potential or actual conflict of interest arises.

Staff members must inform the Principal of any paid work performed outside their duties, and must consider if there is a conflict of interest between the duties of their job and those of the other work.

Students are similarly required to seek permission from the Principal to undertake make-up related work whilst enrolled at the college (this requirement is designed to protect students from exploitation).

Staff must not use employment at the College in an improper way to obtain future employment opportunities. Having left the College they must not misuse information obtained during their employment with the College.

No member of the staff should accept a gift or benefit if intended or likely to cause the individual to do his or her job in a particular way, or deviate from the proper course of duty.

It is expected, however, that token gifts or benefits may be accepted in circumstances approved by the Principal, provided there is no possibility that the recipient might be, or might appear to be, compromised in the process.

As a general rule, gifts or benefits should not be accepted if they could be seen by others as either an inducement or a reward which might place a staff member under an obligation.

## Grievance and Appeals Policy and Procedures

The College seeks to prevent grievances by ensuring that students are satisfied with their program and its outcomes. Staff and students are expected to be fair, courteous and helpful in all dealings with each other. Any complaint about a staff member or program will be treated seriously and confidentially, investigated thoroughly and dealt with accordingly.

Students may appeal to the College against a decision relating to assessment, exclusion, course unit exemption or other related matters. The College policy for dealing with such appeals has a three tiered approach. Once a decision has been judged at the highest level of this appeal process no further appeal is possible within the college.

1. Grievance/Appeals must be in writing and lodged with the Registrar within fourteen days of the matter arising.
2. Grievance/Appeal documents must indicate the nature of the grievance/appeal and state the grounds for appeal. Documentary evidence should be supplied with the application where relevant.
3. The College will deal with the matter through the following process, where appropriate.
  - a) Interview conducted by the Head of School;  
where this fails to resolve the issue;
  - b) Interview conducted by the Principal;  
where this fails to resolve the issue;
  - c) The matter will be referred to the College Advisory Board for comment and resolution. The Advisory board will consider the matter within ten working days of the date of submission to the Board. The Board, through the Principal, will advise the student in writing of the resolution, including reasons, within five working days of the decision.
  - d) Should the issue remain unresolved an external mediator will be appointed.  
There will be no further right of appeal.
4. A student may appeal against an assessment decision on the following grounds:
  - a) Assessment requirements were varied without consultation or in an unreasonable way;
  - b) Assessment requirements were applied in a discriminatory way;
  - c) An error has been made in the computation of a grade;
  - d) Due regard was not paid to evidence of illness or misadventure submitted during the semester which is purported to explain poor performance in the unit.

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5. Assessment appeals may be referred to an external assessor for arbitration. Only one external assessment will be provided and the decision reached by that assessment will be final.
6. A student may appeal against a decision to exclude them from a course or unit on the following grounds:
  - a) Equal opportunity principles were not applied;
  - b) There were matters outside the student's control which contributed to the student's failure to meet the required standards for entry to the course/unit, and that those matters are unlikely to operate in the future;
  - c) Incorrect information was supplied to the student during the selection process;
  - d) The selection process was not followed correctly;
7. The role of the Advisory Board of the College in addressing matters brought before it is to ensure that due process was followed, not to re-assess academic work. The Board may ask for further written evidence or hold interviews with relevant parties at their discretion.
8. Should the processes outlined above not satisfactorily resolve a grievance the College will engage a professional mediator to resolve the issue.

## Occupational Health and Safety Policy

1. The College acknowledges its obligations to provide a healthy and safe working environment for its employees, its students and visitors to the organisation and these obligations are considered to be of the utmost importance. Resources in line with the importance attached to occupational health and safety are made available to comply with the New South Wales *Occupational Health and Safety Act 1983* and other associated legislation to ensure that the workplace is safe and without risk to health.
2. The responsibility of ensuring that health and safety requirements are complied with does not rest solely with the Principal or Directors of the College but is a core responsibility of staff members at all levels.
3. In order to achieve policy objectives, there are several key areas towards which attention and resources are focused. These are:
  - i) compliance with Occupational Health and Safety legislation and other statutory and industrial agreements is observed
  - ii) elimination of hazards/procedures in the workplace which can cause death, injury or occupational disease;
  - iii) appropriate and adequate accident prevention measures and reporting procedures;
  - iv) appropriate and adequate occupational health and safety training and educational programs;
  - v) prevention of interference with or misuse of equipment or facilities provided for health, safety and welfare;
  - vi) overall safe and healthy work/study environments and procedures, and safe plant, equipment and substances;
  - vii) safe storage and handling procedures for hazardous materials are observed.

Although the prime responsibility for health and safety rests with the employer, it is the responsibility of all employees and students to ensure their own and others' health and safety by observing safe systems of work and reporting potential hazards in their work and study areas.

Trainers must incorporate OH&S considerations when planning and delivering training and conducting assessments. Students must be advised of the OH&S requirements of their course and supervised accordingly.

## **Critical Incident Procedures:**

### ***Definition:***

A Critical Incident for the purposes of this policy can be defined as:

Any traumatic event (which be in the form of a threat) that has the potential to cause extreme stress, fear, injury or death.

Examples might include (but are not limited to):

Bomb Threats;

Uncontrollable aggressive behaviour on the part of an individual or group of individuals;

Fire;

Flooding;

Earthquake.

### ***Procedures:***

The responsible staff member should first determine the nature of the incident.

Where there is a possibility of diffusing the situation all appropriate measures should be taken, such as discussion of the issue to achieve a resolution suitable to the parties.

In the case of physical threats assistance should be sought from other staff members, and from the relevant authorities (Police, Fire, Emergency Services).

Emergency evacuation procedures (as noted in prominent places throughout the building and listed below) should be followed when the incident is a potential risk to individuals.

Following the resolution of any incident an Incident Report form should be completed and placed on file.

### ***Emergency Evacuation Procedure:***

In case of emergency:

All Campus sites of the College have clear instructions for evacuation located prominently within the classrooms, common, office and public areas. All students and staff must familiarise themselves with those procedures, emergency exits and assembly areas.

A count will be conducted to make sure everyone has evacuated safely. The “All Clear” notification will be given before anyone can return to the building.

**Incident Report Form**

This form is to be used for all incidents involving students and staff of ACMUSE

**Date of Incident:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **am/pm** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Description of Incident:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Was anyone injured?** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No** \_\_\_\_\_

**Name of Injured:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Contact Number:** \_\_\_\_\_

**Please provide the names and addresses of any witnesses to the incident (maximum of three witnesses)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**What action was taken regarding incident (e.g. Police, Security, Ambulance, Head, etc)**  
\_\_\_\_\_

**What further action is required?**  
\_\_\_\_\_

**Name of person making report:** \_\_\_\_\_

**Address:** \_\_\_\_\_

## Equal Opportunity Policy

1. The Australian College of Make-up and Special Effects has a policy of equal opportunity in employment and education.
2. In seeking to pursue these policy objectives and in accordance with the objectives of the New South Wales Anti-Discrimination Act 1977 and the Commonwealth Affirmative Action (Equal Employment Opportunity for Women) Act 1986, the College will act:
  - i) to eliminate and ensure the absence of direct and unfair systemic discrimination on the grounds of sex, age, marital status, race, ethnic origin, sexual preference, political or religious belief, intellectual or physical impairment, HIV or AIDS status in relation to:
    - access to the educational, research and other facilities of the College;
    - the recruitment, advancement and conditions of employment of staff;
    - the daily routines of the College community;
  - ii) to promote equal employment opportunity as an integral part of the College's policies and practices;
  - iii) to review and evaluate the progress towards achievement of this equal employment opportunity policy;
  - iv) to establish procedures for dealing with grievances covered by this policy.
3. Harassment or victimisation of staff or students because of their race, sex, ethnic origin or any of the grounds listed above by other members of the College community is formally condemned by the College. The College has in place a policy on work place harassment, and promulgates that policy.
4. Sexual harassment as a form of sex discrimination is unacceptable; it creates an offensive, intimidatory or hostile environment, and is contrary to the educational and employment policies of the College.
5. The College has established a system for the handling of grievances by persons who feel they have been discriminated against, or denied equal employment opportunity or fair treatment by the College. Those procedures are outlined in the Student Handbook and as a separate policy within this document.
6. The sole consideration in assessing all applicants for College courses is the applicant's potential to make a career of and contribute to the profession, to the College community and the broader community as well as their own personal development. Although the College is committed to actively preventing any form of unfair discrimination, there are circumstances where the appropriateness of persons attending the College may be subject to the discretion of the Principal. These circumstances might include:
  - i) Persons under the age of 18 may be advised to defer a full-time College course for one to two years, depending on an assessment of their personal maturity.
  - ii) Persons with a physical impairment may have limited access to the College premises and College courses depending upon the nature and extent of their impairment. If the Principal is uncertain whether an individual would be capable of successfully completing a course, certification by a doctor will need to be produced stating that the individual is capable of performing the required work without undue risk of endangering themselves or others.

## **Culturally Diverse Society Policy**

The College recognises and supports the NSW Government Charter for a Culturally Diverse Society and seeks to implement the principles of the charter in its dealings with students, staff and the general public.

## **Disabilities Policy**

In employment and student selection the College makes every effort to accommodate the needs of persons with disabilities. The College has in place an Equal Employment Opportunity policy which guides the selection of candidates for employment and education.

The College's primary objective is to provide professionally trained make-up artists to the film, theatre, television and fashion industries. Within the limits of employment in those industries the College will endeavour to promote the aspirations of disabled persons while acting within the framework of its Equal Opportunity policy.

Given the College size and particular focus it is not practical to provide physical resources required to provide total access to College facilities for severely disabled persons. However where possible within the limited resources of the College it will endeavour to adopt an inclusive approach to such cases.

## **Women's Policy**

The College recognises the importance of fostering opportunities for women. It agrees with the key objectives of the NSW Government Action Plan for Women and promotes those objectives in its training programs and employment where appropriate. The College is not obliged to observe the requirements of the NSW Affirmative Action Act 1986 as its employment levels are significantly less than 100 persons, however employment levels in the college currently consist of 75% female staff, a position the college would hope to maintain in the future.

## **Harassment Free Work Environment Policy**

The College promotes a productive work environment that is free from any type of harassment (verbal or physical) which may interfere with the terms and conditions of employment. Verbal or physical conduct by any employee which harasses, disturbs or interferes with another employee's work performance or which creates an intimidating, offensive or hostile environment will not be tolerated.

Harassment, either intentional or unintentional, has no place in the work environment. Accordingly, the College does not authorise and will not tolerate any form of harassment of employees (e.g. supervisory or non-supervisory) and students based upon race, sex, sexual preference, religion, colour, national origin, age or disability.

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**Sexual harassment**

It continues to be the policy of the College that sexual harassment in any form of employees or applicants for employment will not be tolerated. Sexual harassment includes unwelcome sexual advances, requests for sexual favours, or physical conduct of a sexual nature.

Sexual harassment also includes, but is not limited to, unwelcome sexual flirtations, advances or propositions, verbal abuse of a sexual nature, subtle pressure or requests for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about a persons body, sexually degrading words used to describe an individual, a display in the workplace of sexually suggestive objects or pictures, sexually explicit or offensive jokes, or physical assault.

No employee shall threaten or insinuate, either explicitly or implicitly, that another employee's, applicant's or student's refusal to submit to sexual advances will adversely affect that person's employment, work status evaluation, wages, advancement, assigned duties, hours, or any other condition of employment or career development. Similarly, no employee shall promise, imply, or grant any preferential treatment in connection with another employee, applicant or student engaging in sexual conduct.

**What to do if you feel you are a victim of harassment at work**

Any employee who feels that they are the victim of harassment by any supervisor, management official, other employee, customer, client, or any other person in connection with their employment should bring the matter to the immediate attention of the Registrar. An employee who is uncomfortable for any reason in bringing such matter to the attention of the Registrar should report the matter to the Principal

Any question about this policy or potential harassment should also be brought to the attention of the same persons. The College will promptly investigate all allegations of harassment in as confidential manner as possible and take appropriate corrective action if warranted

Any employee who is determined, after an investigation, to have engaged in harassment in violation of this policy will be subject to appropriate sanctions up to and including summary dismissal.

**Records and Version Control Policy**

**Version Control**

The College has adopted a policy which will ensure the documents and electronic information available for the public are those most recently written or compiled.

Documents intended for internal use by the College also follow these procedures. For printed documents the footer must contain the words:

“Version #.# “ (# = Number) plus the [Date]

Electronic information is stored with the creation date and revision date encoded. Database information displays the record creation date and revision date automatically inserted when a database record is accessed and/or revised.

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**Records:**

Records are maintained of program development, program delivery, program outcomes, individual student achievements, physical resources and financial activities. Records are kept accurate and up to date.

Archived physical records must be stored with the years that they cover clearly displayed.

All Archived physical records relating to students, including results, assessments, units achieved and qualification gained, must be stored for a period of 30 years from the year of their creation.

Archived electronic records must be stored with version information applied to the box or case, and the contents.

The Principal maintains master copies of financial documents, and master copies of curriculum and course related documents. Student records are held in electronic form, and regular back-ups of the information are made ensuring multiple copies are available. Back-up copies of electronic data are also stored in a secure location off-site.

Access to files is limited to staff involved in their maintenance and appropriate program personnel. Access by students to their records is available on request.

**Privacy:**

The College conforms to privacy legislation as it effects personal and confidential information stored physically and electronically.

**Human Resources**

**Tutors/Lecturers**

Staff involved in the instruction and assessment process must possess the appropriate pre-service and/or in-service competencies and knowledge.

Instructors and assessors must possess knowledge, skills and experience such as would be attained in at least five years of high-quality industry experience relevant to the unit(s) being taught/assessed.

Tutors and Lecturers who are required to teach for a period exceeding 200 hours per year must also be qualified at a level of Certificate IV in Workplace Assessment & Training as a minimum, and have formal evidence of successful completion of a relevant course of study on the content area.

Instructors and assessors must appropriately maintain and upgrade professional competencies and knowledge, relevant to the content.

### ***Administrative and Support Staff***

All administrative and support staff must have qualifications suitable to the duties required of them. Such qualifications may be experienced based or formal.

### ***Staff Recruitment***

Staff are recruited responsibly and ethically at all times and recruitment is consistent with any curriculum requirements. The College is committed to non-discrimination in any form when recruiting and selecting and at all times complies with equal opportunity and anti-discrimination legislation.

### ***Staff Induction***

New staff undergo an induction process in order to;

- Familiarise them with the organisation, its goals and structures
- Identify other staff members
- Familiarise them with premises and equipment
- Instruct them in organisational principles and standards

### ***Staff Training***

The College encourages staff to undergo appropriate training courses, and will consider providing assistance in training based on the relevance of the proposed training to the objectives and requirements of the College.

## **Risk Assessment and Continuous Improvement Procedures**

The College is committed to the identification of opportunities for improvement in all its activities.

The College will use available information sources to identify and manage risks associated with its endeavours, and to identify opportunities for improvement in its practices, policies and service delivery.

Risks may be financial, educational or physical in nature. Staff and students are apprised of the need for constant information flow so that potential problems may be identified early and dealt with in a timely manner.

### ***Methods of Identification:***

- Student feedback through Staff members and regular student survey;
- Regular Staff meetings to discuss current activities, financial status, and physical operations of the College;
- Regular review of financial matters by the Principal in association with external accounting firm;

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Regular inspection of premises to ensure compliance with OH&S regulations;  
Regular review of compliance with AQTF standards;  
Regular meetings of the College Advisory Board;  
Regular meetings with industry representatives and professionals to ensure College procedures meet with current industry standards;

***Risk Management and Continuous Improvement:***

Responsibility for AQTF compliance issues rests with the Principal who may delegate tasks to other members of staff to ensure any potential problems are avoided. Continuous Improvement may be achieved through constant review and implementation of ideas gathered through the identification methods listed.

Implementation methods may include:

- Writing and promulgating policy and procedures;
- Engaging qualified expertise;
- Adjusting curriculum to reflect changes in industry practice;
- Physically modifying fixtures and teaching areas to meet changed requirements;
- Specific training for staff members

***Recording of Actions and Decisions***

All actions and decisions must be documented in the form of minutes of meetings, notes for file, or by other means appropriate to the action or decision. Documentation should be clearly identifiable as relating to risk management or continuous improvement policies.

**Privacy Policy**

1. Information collected is only used for the services the College provides.
2. No information about clients or staff is shared with other organisations. The College does not disclose any information that we have in our possession about our staff or clients to any third party.
3. If staff or client information is required by a third party the College will obtain written consent from the relevant staff or client prior to the release of information.
4. If staff or clients require access to their information the College the following procedure must be followed before access can occur:  
the Registrar:
  - checks with the Principal for authorisation of disclosure;
  - contacts the affected client(s) requesting written consent;
  - provides the information only if the first two points are achieved.

## **Marketing and Advertising Policy**

The College is committed to integrity, accuracy and professionalism in its marketing activities.

Advertising for the College will, at all times, represent the College and products offered for sale in an honest and clear manner. Advertising materials must not mislead the public, and must respect the public's right to accurate and factual information about products and courses offered.

Written and visual materials must be approved by the Principal before publication in any form, including by electronic means.

Advertising material must not disparage or demean persons or organisations.

Where images of individuals, or written references to individuals or organisations, appear in advertising material, written permission must be obtained prior to publication.

All marketing and advertising material must comply with relevant legislation.

All marketing and advertising material related to the education aspects of the College's activities must comply with the AQTF Standards.

Advertising of courses offered under the AQTF must at all times be within the scope of the College registration.

Advertising of College courses must at all times clearly distinguish between courses offered under the AQTF and those offered outside the AQTF. Use of coded course identifiers must accompany accurate descriptions of courses offered. Training packages should be identified, and the use of VETAB and NRT logos must comply with specifications prescribed by those organisations. There should be no suggestion, either written or implied, that courses offered outside the scope of registration are offered as part of the scope.

Advertising should clearly identify courses offered that lead to AQTF qualifications, and/or Statements of Attainment.

The information provided to potential students will avoid vague or ambiguous statements and false or misleading comparisons with other courses.

The Principal is responsible for overall marketing outlays and design and dissemination of marketing and advertising materials.

## **Counselling Procedures**

### ***Attendance***

#### ***Absenteeism:***

Students who are consistently absent from class must be contacted, counselled and advised of the consequences associated with non-attendance.

#### ***Procedure:***

Attendance records are checked weekly. Where a student has been absent for five consecutive days:

1. The Principal or Registrar will contact the student by telephone to ascertain the reasons for the absence. Should contact not be established the Principal will write to the student requesting they contact the College as soon as possible.
2. The Principal will meet with the student to discuss any issues that might have arisen that are affecting the students' study
3. Should the Principal not be able to resolve the issue the student will be advised that professional counselling is available, and offer to arrange a meeting with the counsellor on a confidential basis.
4. Should the student continue to absent themselves the Principal will inform them of the consequences of their actions in writing. These may include failure to qualify and ultimate expulsion.
5. Records of actions taken, notes of meetings, including outcomes must be retained and filed with the student records.

## **Learning & Assessment Review Procedures:**

Regular and effective review of learning and assessment strategies is a prime consideration for the College. Learning strategies, along with curriculum needs, are devised in consultation with industry representatives, and together with regular reviews of assessment strategies based on common criteria, allow the College to evaluate the success of its learning and assessment strategies.

#### ***Identification of learning needs:***

On application to the College, and periodically during the course, students are interviewed on a one to one basis to determine progress, special needs or deficiencies that might not be apparent during training sessions. Once identified specific solutions are applied to overcome any problem areas. These can include introduction of flexible learning strategies, one to one teaching, special demonstration or other means.

Additionally students are provided with survey forms at various times during the course to allow them to provide feedback.

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**Learning Strategy Review:**

This is a continuing process, tutors should discuss any issues that arise during classes with the Principal to facilitate assessment of learning strategies employed. On a regular basis discussions with tutors are held to determine the appropriateness of current strategies as they relate to:

*Unit content*  
*Outcomes*  
*Subject matter*  
*Study notes*  
*Materials required*  
*Assessment of student needs*

**Assessment Strategy Review:**

Assessment methods may include:

*Observation using Checklists*  
*Assignments*  
*Role play*  
*Exercises*  
*Projects*  
*Multiple choice – written*  
*Interview*  
*Student Presentation*  
*Group Activity*  
*External work experience – (industry participation)*

These are applied to units within the course as appropriate.

Assessment Review is conducted on a regular basis using evidence collected during training sessions. This may include photographic evidence of students work, written assessments, discussion with students, and survey results. Tutors meet with the Principal to revise assessment methods based on:

*Holistic nature of assessment;*  
*Outcomes achieved;*  
*Application of knowledge*  
*Relevance to unit;*  
*Subject matter covered;*  
*and Level of competency to be attained.*  
*Prominence of specific subject area in the context of unit structure.*

The College Advisory Board has an overview of College procedures and periodically reviews learning strategies and assessment procedures in conjunction with their review of curriculum requirements.

## Recognition of Prior Learning

The College may recognise qualifications presented by students who wish to have prior learning considered when applying for College courses.

Where the students qualifications have been issued under the AQTF the College has an obligation to recognise those qualifications or Statements of Attainment where they have been issued by any other Registered Training Organisation.

Applications for Recognition of Prior Learning must be made on the Application form provided, with supporting documentary evidence. Documentary evidence should be in the form of the certified qualification, or Statement of Attainment in relevant subject areas issued by a Registered Training Organisation.

Qualifications or Statements of Attainment issued for courses, or units of courses, completed must indicate:

- a) Educational Institution issuing the qualification
- b) The name and number of the course (where applicable)
- c) The Units in which the qualification was attained
- d) The competency level attained
- e) The date that the qualification was obtained

Additional information relating to the unit content and subject areas covered would also be required before an assessment will be undertaken.

Recognition of Prior Learning can only be achieved through the application process.

The College may require an applicant to demonstrate competency through practical and/or theoretical examination. The decision to apply examination criteria is solely the responsibility of the Principal.

In making a determination concerning Recognition of Prior Learning the College will act with expediency.

Assessment of the application will be made through interview and/or examination. The results of the assessment will be provided to the applicant within ten working days from the date of the assessment.

Once the Assessment process has been completed and the results communicated to the applicant in writing no further appeal against the decision may be made.

It is the intention of this policy to assure students that the qualification received at the completion of their studies with the College is of the required standard. If recognition of other courses, or modules, completed in other institutions are considered to be below the standard required by the College those qualifications will be disregarded, and the student will be required to complete the modules within the current course to obtain the qualification offered.

***Application for Recognition of Prior Learning***

If you believe you already have the skills and knowledge required to demonstrate competency you can request recognition of prior learning (RPL). It does not matter whether you acquired your skills and knowledge through formal learning, work experience and/or life experiences.

To request RPL you will need to:

- Read you the units of competency and talk to the principal if there is anything you need explained.
- Check your skills and knowledge for each unit of competency.
- Collect your evidence to show your competence. Your evidence must be valid (as described in the unit of competency), sufficient, current and authentic(your own work).
- List the types of evidence you have for each unit of competency.
- Present your evidence and this completed form to the principal for assessment.
- The assessor may ask you to undergo a challenge test. You must pay the costs involved in RPL.

Name:	
Address:	
Phone:	
Course Applied For:	

Please indicate the qualification(s)/module(s) you would like considered:

<b>Unit Code and Title</b>	<b>My Evidence</b> Please list the evidence you present for each unit of competency

