ACPA

ABORIGINAL CENTRE FOR
THE PERFORMING ARTS

2018 Student Handbook

Location: Judith Wright Centre of Contemporary Arts,

420 Brunswick Street (cnr Berwick Street)

Fortitude Valley, Queensland, 4006

Telephone: (07) 3216 1490

Email: admin@acpa.edu.au

Website: www.acpa.edu.au

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DISCLAIMER

This handbook contains information that is current at the date of publication. Changes in circumstances after this date may impact on the accuracy or currency of the information. ACPA takes all due care to ensure that the information contained here is accurate, but reserves the right to vary any information described in this publication without notice. Questions regarding the information contained in this handbook can be sent to: admin@acpa.edu.au or be directed to ACPA Student Services by calling: (+61) 07 3216 1490.

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1. WELCOME TO THE ABORIGINAL CENTRE FOR THE PERFORMING ARTS

1.1 Message from the CEO

It gives me great pleasure to welcome you to ACPA, a ground breaking and creative institution.

Our Mission is to train indigenous leaders and artists in contemporary performance techniques as a foundation for a future career. We provide an excellent vocational education that is industry relevant; that ensures a range of skillsets together with artistic quality that engenders confidence; and that provides performance and showcase opportunities for talented young people.

ACPA's goals include to: develop a world-class reputation, that attracts students and teachers and presents work across Australia and to the world; inspire indigenous youth through quality education and the performing arts; and grow partnerships, nurture talents, and demonstrate a unique, culturally rich style.

ACPA, as a national Aboriginal and Torres Strait Islander performing arts training institution, provides high quality training in the disciplines of dance, music and acting at Diploma and Advanced Diploma levels, and attracts students from urban, regional and remote communities across Australia.

ACPA's work contributes to Council of Australian Government's (COAG) *Closing the Gap* agenda in the key areas of maintaining, valuing and strengthening Aboriginal and Torres Strait Islander cultures; and improving Aboriginal and Torres Strait Islander levels of skills, training and employment.

Aboriginal and Torres Strait Islander cultures have been sustained over many generations by a strong tradition of story-telling through performance. ACPA's programs respect, support and build on that tradition and a high-quality performance program has been developed as an integral element of training activities.

As we celebrate 20 years of ACPA, we are extremely proud of our students' achievements to date. We are grateful to our skilled and dedicated staff and the ACPA admin team, and thankful for the passion of our Board Members and for the voluntary contributions that they have made and continue to make. This also applies to our sponsorship partners Arts Queensland and the Department of Education and Training, without whom we could not continue and grow.

Dr Dimitri Kopanakis
Chief Executive Officer

2. ABOUT THE ABORIGINAL CENTRE FOR THE PERFORMING ARTS

2.1 Our Story

In 1994, Australia saw the launch of the nation's first ever formally developed cultural policy. It was entitled 'Creative Nation' and emphasised culture's importance to national identity. The Introduction noted "*the indigenous culture of Australia informs and enriches the contemporary one. The culture and identity of Aboriginal and Torres Strait Islander Australians has become an essential element of Australian identity, a vital expression of who we all are.*"

Creative Nation went on to state: "The expression, development and preservation of unique indigenous art forms and cultural heritage is fundamental to the emergence of a contemporary Australian cultural identity… With the assistance of the Queensland Government, the Commonwealth will establish a national centre of training excellence for Australian indigenous performing arts."

Three years later, in 1997, the Queensland Government established the Aboriginal Centre for the Performing Arts, in partnership with Michael Leslie. Michael has since been recognised for his outstanding lifelong contribution to the recognition of Indigenous Arts in Australia and around the world. He was the founder of ACPA, and also a founding member of NAISDA Dance College, Marrugeku Physical Theatre, and The Black Swan Theatre Company.

In October 2012, ACPA's training facility was opened at Brisbane's Kangaroo Point and in 2017, a new era began with the move of ACPA to the renowned Judith Wright Centre in the heart of Fortitude Valley.

ACPA celebrated its 20th birthday in 2017. It continues to provide training and employment pathways through nationally accredited educational courses in the performing arts, in tandem with the promotion and development of traditional arts and cultural awareness.

2.2 Our Philosophy, Vision, Mission and Values

Our Philosophy

At ACPA we study the fundamental nature of the performing arts, particularly in step with the disciplines of dance, music and drama.

We recognise that Aboriginal and Torres Strait Islander cultures have been maintained over time by a strong tradition of story-telling through performance – words, music and dance.

ACPA's programs respect, support and build on that tradition, in the context of preparing students for employment in the broader Australian performing arts industry.

Our Vision

ACPA, an iconic centre for contemporary performance arts training and innovation, nurtures excellence in the next generation of Aboriginal and Torres Strait Islander performing artists and arts workers.

Our Values

Our efforts to achieve this vision are guided and strengthened by

- Aboriginal and Torres Strait Islander ethics and protocols
- Respect, Responsibility and Relationships
- Inspiration
- Accessibility
- Diversity

2.2 Our Board

Chair: Leilani Pearce

Members: Wesley Aird, Leann Wilson,

(Note: Full details of the Board Members can be found on the ACPA Website. See http://acpa.edu.au/directors/)

3. GENERAL INFORMATION

3.1 Brisbane Campus

ACPA is located at the Judith Wright Centre of Contemporary Arts (JWC) at 420 Brunswick Street in Fortitude Valley, Brisbane. "The Valley" lies immediately north-east of Brisbane's CBD. It was Australia's first dedicated entertainment district and continues to be a hive of activity with live music, Chinatown, and many multicultural dining options.

3.1.1 External Map of Judith Wright Centre (JWC)

3.1.2 Transport Options

JWC can be accessed by bus, train, or car. (Refer: www.translink.com.au)

PUBLIC TRANSPORT: Buses 199, 196 and 195 all stop directly at the front of JWC. Fortitude Valley train station is located approximately 10 minutes' walk away.

PARKING: The car park at 388 Brunswick Street Car Park (entry via Berwick Street), directly opposite JWC, is operated by Secure Parking, which also operates three other car parks nearby. Early bird parking (usually in by 9.30am and out by 6.30pm) is approximately $13 when booked online. Car parks need to be booked online directly at:
http://www.secureparking.com.au/secure-a-spot

Note: a $5 flat rate applies when pre-booking online via Secure-a-Spot on weekdays from 4pm and all day on weekends. There is limited street parking further down Brunswick Street towards New Farm.

Bicycle Parking is available via bicycle racks located outside the Institute of Modern Art's (IMA) lower level gallery space, off Berwick Street.

3.1.3 JWC Floor Plans

The following pages detail the The Judith Wright Centre's Floor plans, which includes the venue areas accessible for ACPA students:

Level 2

- ACPA Administration

Level 3

- ACPA Lecture Room

Level 4

- ACPA Student Common Room
- JWC Theatre Rehearsal Space
- ACPA Music Studio
- JWC Belltower (Accessible via Level 3)

Level 5

- ACPA Support Services

3.1.4 Opening Hours

Monday - Wednesday: 8:00 am - 7:00 pm

Thursday: 8.00 am – 5.00 pm

Friday: 8.00 am – 5.00 pm

Saturday: Closed

Sunday: Closed

Opening Hours for ACPA Administration are 9:00 am to 5:00 pm Monday to Friday.

3.1.5 Fire Evacuation Plans

Please refer to the Judith Wright Centre's Fire Evacuation Plan, located on each floor.

3.2 ACPA Staff

Chief Executive Officer   Dr Dimitri Kopanakis

RTO Manager   Jenny McFarlane

Head of Department: Acting   Charles Allen

Head of Department: Dance   Bradley Chatfield

Head of Department: Music   Nathaniel Andrew

Manager, Student Engagement   Judith Barker

Finance Manager   Brigid Lever

Marketing and Engagement Manager   Alenka Csomor

Administration   Perry Tracey-Mooney

In addition to the permanent team, ACPA also engages sessional and contract staff, to ensure delivery of the highest quality training, industry currency, and cultural relevance.

Throughout the course of their education, ACPA students will work with trainers, arts professionals, elders, and mentors, drawn from across industry and community, both locally and interstate.

4. TRAINING PROGRAMS

4.1 Courses

Course information is detailed on ACPA's website, in this handbook, and can also be found at:

- skillsgateway.training.qld.gov.au
- training.gov.au
- myskills.gov.au

4.1.1 Diploma of Performing Arts (*10606NAT*)

The outcome of this course is to provide participants with intensive training in one selected genre of the performing arts (music, dance or acting) at AQF level 5, with a focus on strong performance-based outcomes that combine skills from other genres. It will also provide participants with skills in communication and career management and development.   This course has been specially developed for those students with a vocational focus. It aims to develop technical, creative, and performance skills to a more advanced level, preparing students for a successful career in the performing arts.

Diploma students enrol by selecting at least nine (9) elective units from the genre in which they want to specialise (dance, acting or music), as well as committing to six (6) compulsory units.

There are no pre-requisites for any of the units, or any sequencing requirements. They may be completed in any order.

ACPA expects that:

- Students will complete training with skills and experience that will serve them well in any career.

- A Diploma student fully understands and respects the commitment required for a professional career as a performing artist.

- A Diploma student has chosen a genre, and is ready to make a commitment to attain excellence in that genre.

While it is anticipated that the majority of students will select elective units from their particular genre specialisation (dance or acting or music), the course structure is designed to enable flexibility of choice. For example, a student wishing to develop musical theatre skills may combine relevant elective units from dance, music and/or acting.

Summary: Attendance is a total of 12 months' full-time study.

Total Hours: 630-1,005 contact (supervised) hours and 255-480 non-contact (unsupervised) hours.

4.1.2 Advanced Diploma of Performing Arts (*10607NAT*)

The outcome of this course is to provide participants with industry standard training in one specialised genre of the performing arts (music, dance or acting) at AQF level 6, with a focus on professional performance-based outcomes integrating skills from other genres. It will also provide participants with professional skills in communication and career management and maintenance.   This course is for those wanting to work in the performing arts industry as an actor, musician, singer, dancer or any combination of these genres. The Advanced Diploma prepares the student by focusing on performance, advanced artistry and technical skills within the genre of their choice.

Advanced diploma students enrol by selecting at least six (6) elective units from the genre in which they want to specialise (dance, acting or music), as well as committing to four (4) compulsory units.

ACPA expects that:

- Students will complete training with skills and experience that will serve them well in any career.

- An Advanced Diploma student fully understands and respects the commitment required for a professional career as a performing artist.

- An Advanced Diploma student is ready to strive for excellence, participate in multiple performances, work in main stage venues, and perform to public audiences.

Students who complete the Advanced Diploma will have earned a place in the unique alumni of ACPA graduates, with the ability to develop a career in the performing arts that shapes, defines and advances the cultural identity of this nation.

While it is anticipated that the majority of students will select elective units from their particular genre specialisation (i.e. acting, music, dance), the course structure is designed to enable flexibility of choice. For example, a student wishing to develop musical theatre skills may combine relevant elective units from dance, music and/or acting.

Summary: Attendance is a total of 12 months' full-time study.

Total Hours: 735-1,335 contact (supervised) hours and 205-603 non-contact (unsupervised) hours.

4.2 Performance

ACPA has developed a quality performance program as an integral element of its training activities. Each year, students produce performance works for public presentation. This program is achieved with the generous support of major and emerging performing arts events and facilities, including Queensland Performing Arts Centre (QPAC), Brisbane Powerhouse, Judith Wright Centre of Contemporary Arts, Queensland Theatre Company, Opera Queensland, Queensland Music Festival, Queensland Conservatorium of Music (Griffith University), National Institute of Performing Art (NIDA) and many more.

5. STUDENT INFORMATION

5.1 Enrolment, Registration and Timetables

5.1.1 Enquiries and Student Selection

ACPA undertakes an annual recruitment drive to attract applications from potential students.

Application forms are available on the website: www.acpa.edu.au and enquiries can be directed to ACPA on admin@acpa.edu.au or by phone: 07 3216 1490.

Once an application has been received and processed, potential students are advised of the details for their audition.

5.1.2 Audition Process

Auditions are conducted at the Judith Wright Centre **annually.** Auditions are also held during ACPA regional visits, and are also able to be submitted electronically. The successful applicants are then invited to enrol with ACPA and will receive a Student Placement Offer Package.

ACPA also contacts unsuccessful applicants, outlining the reasons why their application was not successful. In some cases, applicants are encouraged to reapply in future years.

5.1.3 Recognition of Prior Learning

ACPA follows a Recognition of Prior Learning (RPL) process that is structured to minimise time and cost to the applicant. It is designed to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when, or where, the learning occurred - as long as the relevant competency is current.

Recognition of prior learning may be given for a whole program of study, or single units of competency, or a complete element within a competency. Your RPL will form part of your overall application in addition to your audition and interview, if you seek this recognition.

Students who wish to submit evidence of prior learning are requested to complete the application *Recognition of Prior Learning* form on the website. Students seeking RPL will be then asked to provide supporting evidence to ACPA for consideration via admin@acpa.edu.au. Further information on RPL processes is available upon request.

Students will be advised in writing of the outcome of their application for RPL prior to the commencement of studies. Note: applications without supporting evidence will not be considered. Supporting evidence may include, but is not limited to, the following:

Historical Evidence:

- Prior study at another Registered Training Organisation (RTO)
- Past qualifications and short courses
- Past work experience and examples of past work
- References, testimonials and past work reports

Recent Evidence: (within the past 12 months)

- Recent qualifications and short courses
- Recent work experience and examples of past work

- Recent references, testimonials and past work reports
- Observation of current performance
- Checks of current knowledge

5.1.4 Enrolment and Registration Process

Successful applicants receive the Student Placement Offer Package, which includes a Student Enrolment Form, together with details of tuition fees. Completed forms must be brought to the first day of induction and orientation, including the selection of electives.

5.1.5 Student Induction and Orientation

ACPA stages formal Induction and Orientation for new students, which cover the following topics:

- Course requirements
- Introduction to ACPA, the administration, trainers, and assessors
- Location/Area Orientation/Transport
- ACPA Policies and Procedures
- Workplace Health & Safety Procedures
- Competency based training and assessment
- Timetabling for learning and assessment

- Arts industry information
- Computer use
- Recognised Prior Learning
- Language, Literacy and Numeracy evaluation
- Issuing of student and access cards
- Workplace health, safety and security
- Student advice and support services

5.1.6 Unit Selection and Qualification Timetables

Diploma and Advanced Diploma qualifications combine Core Units and Elective Units. The following Unit Selection and Qualification guidelines apply to these qualifications:

- ACPA's timetable ensures delivery of all the required Core units for each student
- ACPA's timetable ensures delivery of all Elective units for each student *(please note : selected electives are determined by ACPA)*
- Where restricted by time, resources, or trainer availability, ACPA reserves the right to not supply an Elective unit to a student, where that specific Elective unit is not compulsory to the attainment of their qualification, or where an alternative unit within the qualification structure is being delivered and is available to the student.

5.1.7 Student Identification Cards

Upon commencement of studies, each student is issued with an ACPA Student Number, which is retained for the full course of studies with ACPA. If this is a first enrolment, the student identification number can be found on the enrolment form in the Student Placement Offer Package.

An ACPA Student Identification Card will be issued, which includes an ACPA Student Number, the student's name, and an identifying photograph. Note: Student Identification Cards must be carried at all times when attending ACPA.

All students enrolled in Vocational Education and Training must have a *Unique Student Identifier (USI) Number* and ACPA cannot issue a qualification at completion of training without this number. For privacy reasons, the student is responsible for applying for the USI, but ACPA is able to provide information and advice on how to apply (applications are made at www.usi.gov.au). Once a student has received a USI, the details must be conveyed to ACPA administration for training to be recorded and to be recognised upon completion of the qualification.

5.2 Withdrawals, Exclusions and Deferrals

Withdrawal from ACPA studies may be student-initiated; or exclusion from studies may initiated by ACPA in the following circumstances:

- If a student is having difficulty with a course, in which case, the student should first talk to the Head of Department, who may be able to help find a solution.

- If the student is still unable to continue with a course, it may be possible to get a Statement of Attainment for the training that has been successfully completed to date.

- If the student is receiving a Centrelink payment as an enrolled student and withdraws, that payment is considered no longer appropriate, so the student must immediately advise Centrelink to avoid any overpayment. Note: ACPA is regularly required to provide student enrolment information to Centrelink.

- Student attendance and participation in class is compulsory for assessment and enrolment purposes and is monitored and reviewed on both a weekly and monthly basis.

- Students are required to maintain a level of 90% attendance at all classes, including classes where they have received an approval for absence.

- Where a student is found to be attending less than 90% of classes, they are required to attend an Enrolment Review meeting with the relevant Head of Department, where the student's attendance record will be reviewed for any compassionate or exceptional reasons that led to their lack of attendance,

- If, at the Head of Department's discretion, there are no reasonable grounds for the student's lack of attendance, the student will be given a Final Warning in the form of a written notice which states that their attendance must return to above the 90% mark within the next attendance review period or the student's enrolment with ACPA will be cancelled.

- In the case of gross absenteeism, non-participation, or disrespect toward staff, fellow students, or ACPA programs, the written warning may include a "one strike" clause, whereby the student will be automatically excluded on the next occasion of unapproved absence or misconduct.

- Automatic exclusion of the student will be applied if they do not return to 90% attendance within the attendance review cycle, or for any one further instance of missing class, or for disrespectful behaviour, in contravention of the "one strike notice".

5.3 Student Fees

5.3.1 Fee Schedule and Fee Payment Policy

ACPA course fees are available from the ACPA website

Is important for all students to also note that in line with the Queensland Department of Education and Training's policy guidelines, after completing a diploma or advanced diploma level qualification, students will no longer be eligible for a government-subsidised training place in an equivalent program at another Registered Training Organisation (RTO).

Students are required to pay the nominated student contribution fee of $1000 per year. This can be paid in full, or via a payment plan, as outlined on the enrolment form. All fees must be paid for prior to the release of any Qualifications or Statement of Attainments.

Fees are allocated as $250 per month. If the student has attended for the first month of the term, the full fees for that term are required, even if withdrawal occurs during that term. That is, if a student discontinues studies in week 5 of term 2, the student is liable for the $250 for that term. Term 3 and 4 payment would not be required. If a student has paid the $1000 fee in full, and withdraws within the first 4 weeks of a term, monies paid would be refunded to the payer for the terms withdrawn.

5.3.2 Refund Policy

The ACPA student fee refund policy is available on the ACPA website as part of the table of fees and census dates publication.

ACPA's policy on refunds payable to students provides for:
- the full return of fees paid in advance if the student withdraws from the course prior to the relevant census date

- the full refund of fees based on students withdrawing at any time due to specific circumstances that preclude the student from continuing studies (assessed on a case by case basis)

- pro rata refund of fees based on the number of weeks attended post the published census dates

- full return of funds if ACPA ceases to provide the qualification or withdraws from the VET system (in such case ACPA has VET Fee Insurance through TAFE Directors Australia to provide security of refunds)

5.4 Academic Year

5.4.1 Academic Calendar

Please refer to ACPA's 2018 Academic Year Calendar. The calendar includes important information relating to:

- Term dates
- Census dates
- Public holidays
- Project weeks
- Key Performances
- ACPA's end-of-year graduation ceremony

ACPA's operations are delivered at:

- ACPA Administration located on Level 2 of the Centre
- ACPA dedicated teaching, rehearsal and student common room facilities located on Levels 3 and 4
- Shared spaces with other tenants on Levels 3 and 4
- Student Support services located on Level 5

5.5.1 Student Common Room and Student Access

The Student Common Room is located on Level 4 of the Judith Wright Centre (see the Level 4 Map). This space will contain computers, lockers, kitchen and bathroom facilities. Access to this space is by an entry code accessible key pad outside the Common Room. Students can access the Common Room during regular ACPA hours. Please do not share the code with non-ACPA persons. This code is changed each term to maintain security of the space.

Lockers are available for student use free of charge. You will need to provide your own lock and key.

Please note, however, that there is a limited number available. Students can be issued with a key from the ACPA Administration.

Students are required to keep this space clean and tidy, and be considerate of those other tenants close to the Common Room.

5.5.2 Student use of ACPA Computers

Computers for use by students during class are located in the Teaching Room on Level 3, and in the Student Common Room on Level 4.

Students' use of computers and the internet is necessary and can bring many benefits. But it can also present challenges to ensure that no illegal or inappropriate sites are accessed or information examined. ACPA has put in place blocks to internet sites that may fall within the definition of 'inappropriate sites'. However, ACPA cannot guarantee that all of these sites will be blocked due to the complexities involved.

All persons using ACPA's computers, including for internet and email, must use only use them in an appropriate manner for legal and ethical purposes. The Computer Use and Conduct Policy outlines clear guidelines on who, and how, the ACPA computer systems may be used. This policy is designed to ensure that all persons using ACPA computers, including for all e-mail and internet use, are aware of, and meet expected standards in relation to, the access of information through using the computer system. Students are expected to report any IT problems immediately to ACPA staff.

The use of email and the internet for personal use is a privilege that should be used in a reasonable and responsible fashion, and personal use must not disrupt business or other students who may need to complete various pieces of work for their studies. Persons found not adhering to this policy will be dealt with under the Disciplinary Policy.

5.5 Computer Use and Conduct Policy

All persons using ACPA's computers, including for internet and email, must use them solely for legal and ethical purposes. Persons may not:

- Use the Information Technology System for purposes other than those purposes for which the User is authorised

- Distribute unsolicited advertising or private business by email or on the internet

- Use the Information Technology System for fraudulent purposes

- Download, upload, copy, or otherwise deal with any software of application or other material which is protected by copyright

- Download, upload, copy, or otherwise deal with any software of application or other material which by its content is illegal, obscene, offensive, discriminatory, defamatory, fraudulent, or that may in any way damage ACPA, its staff, trainers/assessors or the student's reputation

- Download, upload, copy or otherwise deal with any software application or other material which by its content is pornographic. Intentional use or access to this type of material is a serious matter and disciplinary action will be taken.

- Act in a way as to breach any State or Federal laws or regulations whatsoever, and particularly relating to discrimination, sexual harassment, copyright, and electronic access

- Defame or bring into ill repute any person, product, or organisation

- Install or use any software or applications not approved or authorised by ACPA

- Gain or attempt to gain access to another user's account or masquerade as another user, or use or divulge another user's password

- Use systems to intimate, harass or annoy other people, or to infringe on a person's privacy

- Print out any offensive material or pictures

- Students must not deliberately change the set-up of the computers provided for use

Note: Students must ensure computers are logged out after use.

5.6 ACPA Code of Conduct

ACPA operates according to the following five (5) Key Value Statements:

1. Aboriginal and Torres Strait Islander ethics and protocols

Aboriginal and Torres Strait Islander ethics and protocols strengthen us all and students will:

- Acknowledge those people who have come before
- Acknowledge Elders and Traditional Owners
- Acknowledge and draw upon the strength of Aboriginal and Torres Strait Islander cultures
- Acknowledge the who, what, and where of themselves
- Act with integrity
- Act with total honesty
- Acknowledge the cultural differences of others
- Respect and observe cultural practice in performance
- Change the idea of 'shame' into an opportunity to learn more and grow stronger

2. Respect, Responsibility and Relationships

Mutual respect, responsible behaviour and positive relationships create a respectful and safe training and learning environment, and students will:

- Take responsibility for their own actions and personal development

- Obey the law at all times
- Respect others and self
- Not indulge in gossip or participate in any form of defamation
- Respect the property of ACPA and others
- Treat ACPA property and resources with due care
- Obey safety rules, taking reasonable care of their own safety and that of others
- Advise staff of any dangerous or unsafe issues
- Care for their own well being
- Keep all ACPA rooms clean and tidy
- Ensure the internet is used for research purposes only (not for personal use)
- Be considerate in the use of the internet and allow other users equal time
- Always act in a professional manner when representing ACPA at any event or performance

3.   Inspiration

Inspiration is our stepping stone to be creative, and students will:

- Listen to, and draw upon, the experience of ACPA trainers/assessors and staff
- Seek opportunities to develop skills and techniques
- Research, question and seek answers
- Understand and utilise their own motivators
- Seek to create new works

4.   Accessibility

Accessibility provides a beneficial and supportive training environment for all, and students will:

- Be punctual, complete homework, and hand in assignments on time
- Attend training sessions
- Bring appropriate equipment, and wear appropriate clothing, to training sessions
- Attend training sessions with a positive attitude, and work to the best of their ability
- Follow reasonable and lawful instructions given by trainers/assessors and staff. (Note: a reasonable instruction is defined as one that: a student is capable of doing; is not an illegal act; and is not a threat to health and safety)
- Use non-contact time to complete self-directed learning
- Advise office staff regarding absences
- Advise office staff of change of personal details (including addresses, phone numbers, etc.)

5.   Diversity

Diversity means recognising that it is our uniqueness and difference that is our strength, and students will:

- Exercise patience, tolerance, compassion, consideration and acceptance of others
- Value difference
- Seek the strengths in difference
- Act in an inclusive manner
- Behave in a culturally appropriate manner

By living in step with all of these statements, ACPA is committed to the provision of a place of work and study that is safe and healthy without risks to the safety, health or welfare of all staff, trainers, assessors, and students.

5.6.1 Students and Teaching Staff

All staff, trainers/assessors and students have a responsibility to contribute to the effectiveness of ACPA by ensuring that they do not place any person, including themselves, at risk of exposure to negative or damaging behaviours in the work/learning environment.

5.6.2 Students' Rights and Responsibilities

Student Behaviours while on campus

ACPA students will be sharing the Judith Wright Centre with a range of Centre tenants and other hirers. ACPA is one of 14 Centre Tenants, all of which have their own requirements for operating. In addition to tenants, other commercial operations hire the Centre for functions, launches and performances. While the Centre is dedicated to the creation of contemporary arts practices, it will be up to all students to conduct themselves in ways that do not hinder or annoy other users of the facilities.

ACPA students, need to be mindful of:

- Noise levels, especially around other offices and businesses within the Centre
- Not gathering in areas that hinder public access to spaces within the Centre
- Leaving all ACPA and public access spaces free from clutter and rubbish

ACPA's co-location with other companies provides extra opportunities for students to observe other artists at work, and students are encouraged to attend any external workshops or presentations that are made available. ACPA's staff will also assist in organising workshops or other opportunities by other companies at various times.

In upholding the five (5) key value statements:

1. ACPA students will behave according to Aboriginal and Torres Strait Islander ethics and protocols
2. ACPA students will demonstrate *Respect*, meet their *Responsibilities,* and value their and ACPA's *Relationships*
3. ACPA students will seek *Inspiration*
4. ACPA students will ensure *Accessibility* to learning for all
5. ACPA students will value *Diversity*

Student Rights

ACPA students' rights include, but are not limited to, the right to:

- Expect quality tuition provided by suitably qualified tutors/lecturers as per the Australian Skills Quality Authority (ASQA) requirements

- Study in a safe and clean environment

- Study in a discrimination and harassment-free environment

- Have grievances dealt with in a timely and fair manner

- Be shown respect at all times

At ACPA, we recognise and acknowledge that with rights, come responsibilities:

Student Responsibilities.

In living ACPA's five (5) value statements, a student will demonstrate (but is not limited to) the following behaviours and actions. Students have a responsibility not to:

- Bully or harass staff, trainers/assessors or students (this includes not shouting, swearing or threatening others)

- Consume alcohol, drugs, engage in other forms of substance abuse in or around the ACPA campus or performance venues, or be under the influence of any substance during class or performances

- Possess any prohibited, offensive or dangerous articles on ACPA premises

- Send offensive emails from ACPA or to ACPA

- Access any inappropriate or offensive websites

- Commit plagiarism - students must confirm the authorship of presented work, and students who fail to confirm the authorship of presented work may be guilty of plagiarism

- Ask for loans from ACPA, staff and trainers/assessors

- Behave in a manner which intimidates; is hostile or offensive; may be considered a form of sexual harassment or other forms of harassment; is classified as bullying or racial vilification

- Demonstrate behaviours that compromise workplace health, safety and security, including specific behaviours associated with the performing arts (e.g. Safe Dance practices)

5.6.3 Student Attendance

Class Attendance

- Students are required to attend all classes as per their timetables.

- Where a student is negotiating a change in Unit/Class, they are required to attend all classes, until their change in timetable is approved and recorded by ACPA.

- At no time, under any circumstances, is a student entitled to miss or replace a timetabled class with any other activity, self-selected or otherwise, unless this has been specifically approved in advance by the relevant Head of Department.

- Approval by the relevant Head of Department will only be given in cases of personal health, family commitments, or other verified personal support reasons. "Verified" means evidence such as doctor's certificates, confirmed family verification, or any such support evidence that meets the satisfaction of the Head of Department.

- Any absence on personal grounds must be approved, in advance, by the Head of Department.

- Where approval of an absence is sought after the date of the absence, this will not occur unless exceptional circumstances or compassionate reasons apply. Recognition of exceptional or compassionate circumstances will be at the discretion of the Head of Department.

- Attendance at less than 90% of classes, without pre-approved absence, will lead to an Enrolment Review meeting and possible exclusion from training at ACPA.

- Participation and selection in non-compulsory performance or excursion events, (such as public performance events, work experience opportunities, paid employment opportunities, free tickets to performances, and ACPA travel, performance and cultural development events), will be available only to those students with a proven record of participation and commitment to their training at ACPA.

Late Attendance or Absences

- Students are required to advise ACPA at the earliest opportunity if they will be late or miss classes; ACPA will endeavour to advise trainers if students are late, and will ensure absences are recorded.

- Students are required to ring ACPA before 9am on that day on 07 3216 1490 or to send a message to the Training Coordinator if they are running late or likely to be absent (the Training Coordinator checks messages daily).

- Sending text messages to other students or staff is not accepted as an effort to advise ACPA.

- The Training Coordinator will contact any absent students who are not accounted for by pre-approved absence, Facebook or phone messages, to check on their wellbeing.

- Being unable to finance travel to/from ACPA is not an acceptable excuse for absence. If students need advice in budgeting and planning, please ask to speak with the relevant ATSICHS support worker for advice and assistance in planning travel arrangements.

- In all cases: if a student is late for a class, they are expected to report to the administration to confirm their arrival, report the reason for their late attendance, and then immediately join their timetabled class.

- Each class teacher has discretion regarding how to engage the late student as best suits the class room management for the session. This may include allowing the student to join in; asking the student to observe the class until a suitable opportunity arises to join in; or requesting the student observe and take notes on the class, but not participate, due to physical health and safety (warm up) requirements. This remains at the discretion of the class teacher.

- On no occasion will a teacher instruct a student that arriving late means they are unable to join the class. All teachers are required to allow the student to be present for the remainder of the class, with participation at the discretion of the teacher's class room management.

- Training and assessment staff are not expected to "re-start" or "re-cap" information for the benefit of late students. The student is personally responsible for finding out what they missed, and for making any necessary effort to catch up.

- Regular absence, lateness, or lack of participation, will be recognised and considered in the assessment of the student for that unit.

5.6.4 Breaches of the Code of Conduct

A student's failure to meet her/his responsibilities, or to adhere to ACPA's Value Statements, Policies and Procedures, may be subject to disciplinary action. This can range from a warning to exclusion from the course. Serious occurrences may result in an immediate disqualification of enrolment.

5.6.5 Privacy and Confidentiality

ACPA respects the privacy and confidentiality of all persons as part of the normal operations of the organisation. ACPA will comply with all legislative requirements, including the Privacy Act 1988 (Commonwealth) and Australian Privacy Principles (2001). www.privacy.gov.au.

ACPA collects personal information for record keeping purposes, which may include:

- Name
- Address
- Contact details – telephone, email
- Emergency contact details
- Academic records and results

Students may access their personal information or records by request. Trainers, lecturers, tutors/assessors may request access to the personal records of a student for a valid reason in relation to the studies, or health and wellbeing, of the student. Trainers, lecturers, tutors/assessors must maintain the privacy of the information, and not disclose the information to any other parties without reason and approval from the Chief Executive Officer.

ACPA collects personal information so that ACPA can:

- Set up, administer, and deliver appropriate training

- Determine the student's requirements, and provide the appropriate service and courses

- Assess claims made by students

- Be accountable to providers of funding for training

- Fulfil our legislative requirements

- Improve our services

The information that ACPA requests students to provide is only that which is necessary for the purposes of course enrolment, learning, study records, or for statistical purposes.

ACPA is obliged to disclose the purpose of collecting personal information, who is to receive this information, and where it is held. ACPA must also provide students with ongoing rights to access this personal information, and make corrections if and when necessary.

ACPA is obliged to protect students' personal and private information and not to disclose it without knowledge and approval unless legal reasons dictate. This includes not disclosing to enquirers whether or not a student is enrolled with ACPA, or reveal details of timetables unless legally required to do so. Where a student is under 16 years of age, parents or custodial carers can be informed of personal information about students when it is in the best interests of the student.

5.6.6 Discrimination, Sexual Harassment and Bullying

<u>ACPA subscribes to equal opportunity principles</u>: All students are treated on their merits, without regard to race, age, sex, marital status, or any other factor not applicable to the position or situation.

Students are valued according to how well they behave and perform in their studies, their ability, and their enthusiasm in maintaining ACPA standards, expectations and values.

ACPA believes that all students and staff should feel comfortable, and that ACPA must be free from discrimination, sexual harassment and bullying. These behaviours will not be tolerated within ACPA's creative environment. The *ACPA Discrimination, Sexual Harassment, and Workplace Bullying Prevention Policy* applies to students and staff and everyone is encouraged to read and familiarise themselves with this Policy:

- Sexual harassment will not be tolerated under any circumstances.

- Unlawful discrimination will not be tolerated under any circumstances.

- Workplace harassment/bullying will not be tolerated under any circumstances.

- Any student may make a complaint under this policy to their Trainer, a staff member, or when unable to be resolved within ACPA, the Anti-Discrimination Commission.

- All complaints will be treated seriously, sympathetically, promptly, and confidentially.

- All complaints will be investigated fairly and impartially.

- If they wish, complainants may have support or representation throughout the investigation process.

- Action will be taken to ensure that inappropriate and/or unlawful behaviour ceases.

- Complainants and witnesses shall not be victimised in any way for making a complaint or providing evidence in an investigation.

- Complaints will be settled internally whenever possible.

- Complainants have the right to discontinue a complaint.

- The privacy of both parties involved should be maintained at all times, and as such details of the complaint should not be disclosed to any person other than those directly involved in the resolution process.

Discrimination

Defining discrimination: under the *Queensland Anti-Discrimination Act 1991*, discrimination is defined as treating anyone less favourably on the basis of the following attributes:

(a) sex or gender

(b) relationship status

(c) breastfeeding

(d) pregnancy

(e) family responsibility

(f) parental status

(g) age

(h) race

(i) impairment

(j) sexuality

(k) religious belief or activity

(l) political belief or activity

(m) lawful sexual activity

(n) gender identity

(o) trade union activity

(p) association with, or relation to, a person identified on the basis of any of the above attributes

This policy prohibits such behaviour. (Note: discrimination may be intentional or unintentional.)

Discrimination may take place either directly or indirectly. Direct discrimination happens when a person treats, or proposes to treat, a person with an attribute less favourably than another person without the attribute.

Indirect discrimination happens when a person imposes, or proposes to impose, a condition:

- with which a person with an attribute does not or is not able to comply
- with which a higher proportion of people without the attribute comply or are able to comply
- that is not reasonable

Discrimination occurs when someone is treated less favourably because of one of the personal characteristics noted above. Discrimination may involve (but is not limited to):

- Making offensive 'jokes' about another person's racial or ethnic background, sex, sexual preference, age or disability
- Expressing negative stereotypes about particular groups e.g. "Mothers should not work outside the home"
- Judging someone on their political or religious beliefs rather than their performance
- Undermining a person's authority or performance because of dislike for one of their personal characteristics
- Using selection processes based on irrelevant personal characteristics such as age, race or disability rather than skills and merit.

Defining Sexual Harassment

Sexual harassment refers to a range of behaviours which are sexual in nature and which are not wanted, not asked for, not reciprocated, and which make the recipient feel humiliated, intimidated, offended, hurt or upset. The behaviour can take many different forms and may include physical contact, verbal comments, jokes, propositions, display of offensive material, or other behaviour which creates a sexually hostile working and learning environment.

Sexual harassment is unlawful behaviour and does not have to be deliberate or repeated to be unlawful; it can be a one-off incident. Acts or behaviours which are funny or trivial to one person may hurt or offend another. Examples of sexual harassment may include:

Verbal Sexual Harassment

- rude jokes or comments
- making promises in return for sexual favours
- making threats if sexual favours are not given
- requests for sex
- repeated invitations to go out after prior refusal
- sex-based insults, taunts, teasing or name calling
- offensive or abusive telephone calls, emails, texts, social media messages, posts or other communications
- persistent questions or insinuations about a person's private life

Non-verbal Sexual Harassment

- putting sexually suggestive, offensive, or insulting material including posters, pin-ups, cartoons, graffiti or messages, on walls, noticeboards, desks, computer screen savers, electronic mail or other common areas
- "flashing" or offensive hand or body gestures
- wolf whistling; staring or leering at a person or parts of their body
- unwelcome practical jokes

Physical Harassment

- uninvited or unnecessary physical contact such as pinching, patting, brushing up against a person, touching, kissing, hugging or massaging a person without invitation
- indecent or sexual assault or attempted assault, putting a hand or an object (e.g. pay slip) into someone's pocket, especially breast, hip or back pocket

Sexual harassment does not refer to compliments or behaviour which neither party finds offensive, and which is based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated, it is not sexual harassment.

It should be noted that due to the nature of performing arts training some physical contact is unavoidable. If a student is uncomfortable with a particular method of training, they should immediately notify their trainer.

Sexual harassment will not be tolerated in the workplace, or in the course of education-related activities such as classes, performances, rehearsals, conferences, functions, parties and trips.

Bullying

Bullying can be defined as subjecting a person to repeated behaviours that:

(a) are unwelcome and unsolicited
(b) the person considers to be offensive, intimidating, humiliating or threatening
(c) a reasonable person would consider to be offensive, humiliating, intimidating or threatening

Bullying does not include reasonable educational action taken in a reasonable way by a trainer or assessor in connection with the person's education.

It does, however, include behaviour that intimidates, offends, degrades or humiliates a person, (possibly in front of others). Bullying/harassment can occur at all levels within an organisation, between individuals and groups – it may take place between (but is not limited to):

- A Trainer towards a student
- A student towards a student
- A student towards a Trainer
- An external contractor towards a student
- A student towards an external contractor

Bullying behaviours may include, but are not limited to:

- Poorly managed conflicts of opinion or personality
- Intimidation
- Abuse of power
- Yelling, screaming abuse, offensive language, insults, inappropriate comments about a person's appearance, life or lifestyle, slandering an employee or their family
- Belittling opinions or constant criticism
- Isolating people from normal work interaction, training and development opportunities
- Overwork, unnecessary pressure, impossible deadlines
- Underwork, creating a feeling of uselessness
- Undermining performance, deliberately withholding educational information or resources, or supplying incorrect information
- Unexplained changes, meaningless tasks, tasks beyond a person's skills, failure to give credit where due
- Tampering with a person's personal effects or equipment
- Teasing or regularly being made the brunt of pranks/practical jokes
- Displaying written or pictorial material which degrades or offends a person or group of people
- Unreasonable 'administrative sanctions' e.g. undue delay in processing applications for training, courses etc.

Responsibility of Staff and Trainers at ACPA

ACPA has a legal responsibility to prevent sexual harassment, discrimination, and harassment/bullying in our educational environment. This means that Staff and Trainers at ACPA have a responsibility to:

- Monitor working and learning environments to ensure that acceptable standards of behaviour are observed at all times.

- Model appropriate behaviour themselves.

- Promote the Sexual Harassment, Discrimination, Harassment/Bullying Prevention Policy.

- Treat all complaints seriously and take immediate action to investigate and resolve them under the Grievance Dispute Procedures or Disciplinary Policy. Management must ensure that complete privacy is maintained. The details or names of anyone involved in a complaint must not be discussed with anyone other than those people immediately involved in the complaint.

- Refer complaints to a Head of Department, Training and Student Services Team or CEO if they do not feel that they are the best person to deal with the case (e.g. if there is a conflict of interest or if the complaint is particularly complex or serious).

Responsibility of Students

All students have a responsibility to:

- Comply with the ACPA Sexual Harassment, Discrimination, Bullying Prevention Policy.
- Respect the rights of others and not knowingly tolerate sexual harassment, discrimination, harassment/bullying in a learning or work area.
- Offer support to a person being harassed by:
  – letting them know where they can obtain help and advice
  – offering to act as a witness if the person being harassed decides to lodge a complaint
  – maintaining confidentiality if required to provide information during the investigation of a complaint. (Breaching confidentiality by spreading rumours or gossiping may expose a person to an action for defamation.)

What to do if you are harassed

Any person who claims to have experienced sexual harassment, discrimination, harassment/bullying may:

- Tell the harasser to stop. Also, inform them that you do not like what they are doing and that it is not OK with you or with ACPA.
- If the harassment does not stop, or if you do not wish to approach them directly, you should report the incident to your Head of Department or the ATSICHS Student Support Services. These people will take action to stop further sexual harassment, discrimination, harassment/bullying.
- Record incidents of sexual harassment, discrimination, harassment/bullying with dates, times, witnesses if any, what happened, and what you said, did, or felt.

Defamation

Sexual Harassment, Discrimination and Harassment/bullying are serious matters and to formally lodge a claim against another person is also a serious matter. A possibility of being sued for defamation arises when the person making the complaint speaks to someone other than the alleged harasser or those people involved in the process of formally resolving the complaint. It is in his or her own interests that the person making the complaint should not discuss the matter with anyone else.

Complainants, and those involved in investigating complaints, need to ensure that the allegation is disclosed only to those with a genuine interest in resolving the dispute. The defence of qualified privilege protects anyone necessarily involved in investigating or resolving the complaint both formally and informally. It should be noted that the person accused also has rights and the principles of internal justice will be applied.

Rights of the Respondent

- To be informed of what they have been accused of (the specific allegation) and of who is making the allegation
- To natural justice and the opportunity to fully respond to any allegation made
- To have a support person of their own choice during any investigation interviews
- To fair treatment and procedures
- Not to be prejudged or discriminated against on the basis of the complaint
- To representation and advice throughout the investigation process
- Taking into account all of the circumstances, not to be unfairly dismissed or otherwise treated harshly, unjustly, or unreasonably
- Privacy to have the matter kept confidential on a "need-to-know" basis
- Protection from defamation and malicious complaints

  The respondent is obliged not to victimise or harass the complainant, witnesses to the complaint, or supporters of the complainant on the basis of the complaint.

Consequences of breaching the Sexual Harassment, Discrimination, Harassment/Bullying Prevention Policy

ACPA views any complaint of sexual harassment, discrimination, harassment/bullying extremely seriously. If a complaint is substantiated, it may be dealt with under the ACPA Disciplinary Policy. Depending on the severity of a case, possible disciplinary action can include:

- a verbal or written apology
- transfer to another position or class
- warning notes on file
- demotion or dismissal from a course or employment

ACPA may also seek to take disciplinary action against anyone who victimises or penalises a person who has complained of harassment or who is a witness to such actions.

Procedures for Dealing with Criminal Conduct

Some forms of severe harassment (for example, sexual assault, stalking, indecent exposure, physical molestation, obscene telephone calls) may constitute criminal conduct. While ACPA is committed to treat harassment complaints at an organisational level as far as possible, this type of conduct may not be suited to internal resolution, and may be directed to the criminal justice system.

In relation to alleged criminal offences such as rape or sexual assault, the matter must be referred to the CEO of ACPA, and students will be advised of the option of police support or intervention.

Contacts for Further Information

Within ACPA: Students wishing to confidentially discuss or be advised further about who can help with sexual harassment, discrimination, harassment/bullying complaints should contact the ATSICHS Support services or the CEO.

External Advice: Employees and students may seek external advice in relation to the matter (for example, a solicitor) at their own expense.

Equal Opportunity Commission/Anti-Discrimination Commission: If you feel that your complaint is not being handled properly, you may at any time contact the Human Rights and Equal Opportunity Commission or the Anti-Discrimination Commission for further advice or to make a complaint.

5.7 ACPA Environment

5.7.1 Smoke-Free Environment

ACPA has a responsibility to provide a safe and healthy learning environment for all students, and to fully inform students, staff and the community about the effects of tobacco use. Smoking is harmful to the health of all ACPA's staff, students, and visitors. There is, therefore, a responsibility to ensure that this harmful practice occurs within the boundaries set by law, in order to promote a healthy and safe learning and working environment.

Queensland legislation provides:

- no-smoking anywhere inside pubs, clubs, restaurants and workplaces
- no-smoking within six metres of non-residential building entrances
- mandatory no-smoking and quit smoking signs

ACPA is committed to providing a healthy environment for students, staff and visitors.

- Smoking is only permitted in public spaces where smoking is legally permitted. There are no spaces inside the Judith Wright Centre that accommodate smoking. There are no exceptions to this rule and a breach may result in disciplinary action.

- Assistance will be provided to any student or staff member wishing to quit smoking and information relating to this is available from ATSICHS student support services.

- Through a memorandum of understanding with the Aboriginal and Torres Strait Islander Community Health Service (ATSICHS), full health checks are available to students, as well as quit smoking programs.

- Disciplinary action may be taken where there are breaches relating to a smoke-free environment.

5.7.2 Alcohol and Drug Use

ACPA has a responsibility to provide a safe and healthy learning environment for all students, and to fully inform students, staff and the community about the effects of alcohol and illegal drugs. The aims are: to reduce harm which may follow dangerous use of alcohol or other drugs; to identify those at risk of substance abuse; and to define the processes required when alcohol or drugs have been brought on campus.

ACPA is committed to the safety and well-being of all students, and therefore provides education on alcohol and drugs as well as undertaking prevention plans and adhering to legislative requirements.

- Alcohol is strictly prohibited on campus without the express permission of the Chief Executive Officer (CEO).

- Students, staff, and visitors, **must not** consume alcohol without the CEO's written permission.

- Students, staff, and visitors, **must not** consume illicit drugs on campus at any time

- Illicit drugs found on premises will be confiscated and the police notified immediately.

- Any student who is under the influence of alcohol or illicit drugs at ACPA functions, ACPA trips, or on campus, will be dealt with in a serious manner under the Disciplinary Policy and the police may be informed, depending on the circumstances.

- Prescription medications are a type of drug but when used legally, without harmful consequences, prescription medications are acceptable on campus. However, they must not be supplied to, given to, or used by, anyone other than the person who is approved by the prescription.

- Students requiring the use of prescription medication on campus must notify ACPA Administration of such use.

- Counselling options are available for students deemed to be "at risk" of illicit drug or alcohol dependency.

5.8 Social Media Policy and Guidelines for Students

ACPA embraces the use of social media and encourages students to express themselves and communicate online. However, as in all communications, all students must use good judgment about what material appears online, and in what context. In addition, students must be aware that breaches of this Policy may result in disciplinary action. ACPA may in its absolute discretion amend or vary this Policy from time to time and with immediate effect.

5.8.1 Use of Social Media

This Policy applies to all ACPA students. All students should conduct themselves on social media as follows:

- Be honest, respectful, careful, accurate and responsible.
- Be accountable for their own actions.
- Correct any mistakes made, quickly and visibly.
- As students can be representatives of ACPA, students should use disclaimers where necessary to show that they are stating their personal opinions and not those of ACPA.

5.8.2 Inappropriate Use of Social Media

Students must not engage in inappropriate use of social media. Inappropriate use of social media includes, but is not limited to:

- Using discriminatory, harassing, bullying, victimising, vilifying, defamatory, abusive or otherwise objectionable language in content

- Accessing, downloading or transmitting any material deemed to be illegal under legislation

- Accessing, downloading or transmitting hate speeches, racist material, material extolling the inherent or moral superiority or inferiority of a particular race/ethnic group/sexual orientation, racial epithets or religious bigotry

- Compromising or not respecting the reputation or privacy of any person

- Using services for personal political purposes

- Disclosing sensitive, official or confidential information without being authorised to do so

- Using or repurposing content without acknowledging any attached copyright or other intellectual property rights

- Disrupting the integrity of ACPA data or information services

5.8.3 Breaches of the Social Media Policy

If a student does not comply with this Policy, they may face disciplinary action up to and including suspension or termination of their enrolment in accordance with ACPA's Disciplinary processes.

5.9   Intellectual Property Guidelines

The sharing, use and protection of intellectual property, knowledge and information is essential to ACPA's continuing success as an educational institution. ACPA intends to control and utilise intellectual property, information and related resources fairly, carefully, consistently, and in a manner that promotes ACPA's' objectives.

The underlying purposes of these guidelines are to: promote creativity and innovation; encourage the sharing of knowledge; acknowledge ACPA's contribution in the development of intellectual property by staff and students; promote access to educationally valuable material; promote lawful use of intellectual property; protect confidential information relating to ACPA and its community; ensure ACPA retains reasonable control over intellectual property created by students or staff where it is appropriate or necessary to do so; and protect, maintain, and develop, the good reputation of ACPA in the public eye.

5.9.1   Principles and Rules

Commitment to legitimate and ethical use

ACPA is committed to the legitimate and ethical use of intellectual property. ACPA will endeavour to comply with all its obligations in relation to intellectual property, whether imposed by statute or contract.

Implementation

ACPA will implement controls, systems and training to promote the legitimate use of intellectual property. These include the design and implementation of appropriate disciplinary procedures and auditable administration processes.

Copyright

All intellectual property, including copyright, that is created by any student in the course of or in connection with the provision of services to ACPA or undertaking any course of study at ACPA or administered by ACPA, belongs to ACPA upon creation, except copyright in musical works and lyrics.

By enrolling in a course of study administered by ACPA, each student agrees to these terms and (subject to any prior rights of the Australasian Performing Right Association) grants ACPA an irrevocable, perpetual, all media, royalty-free, non-exclusive licence to reproduce, perform and communicate the student's musical works and lyrics created at ACPA or recorded on ACPA's facilities – but only for the purpose of demonstrating and promoting ACPA's activities (for example, by posting as video or audio clip of the work on ACPA's website).

Trademark

ACPA trademarks are valuable and will be used by ACPA, and authorised for use by others, in a manner that recognises their value and their inextricable relationship to the reputation of ACPA.

5.10 Student Services and Support Services

5.10.1   Academic Issues

Where students have concerns about their attendance, academic performance, or other related issues that are placing them at risk of not achieving the requirements of their course, they are able to gain advice and support. ACPA will work with them to ensure that appropriate academic levels and attendance levels are maintained and general support will be offered to ensure that the student in question can work positively to achieve satisfactory study results.

The progress and attendance of all students is monitored, and guidance and support will be provided where non-satisfactory results are identified. A student is able to access ACPA staff members to discuss any ACPA academic, attendance or other studying-related issues. ACPA can provide advice, and guidance, or referral, where required.

5.10.2 Language, Literacy and Numeracy

- ACPA is committed to increasing the Language, Literacy and Numeracy levels (LLN) and Information Technology (IT) knowledge of all students.

- ACPA will not exclude students from its courses with LLN and IT issues and will actively work and support students to remove barriers that may impede their learning and educational outcomes.

- ACPA will assess students' LLN prior to commencement at ACPA. Students may be assessed during the audition process, or during orientation and induction.

- ACPA will advise trainers/assessors of LLN outcomes as required to ensure suitable adjustment can be made to assessments where needed.

- ACPA will offer assistance in the areas of LLN and IT support to assist students to reach their goals and course outcomes.

- Assistance will be provided through additional tutoring support or by ACPA staff.

- A trainer/assessor may, based on their experiences during training sessions, advise ACPA students of perceived need for additional LLN and IT support .

- ACPA will endeavour to act on information given by trainers/assessors to the best of ACPA's ability in order to further positive outcomes for students.

5.10.3 Additional Assistance

Personal/Social Issues

There are many issues that could potentially affect a student's social, emotional, mental, and personal life. ACPA has entered into agreements with a number of support services that can be of help to students experiencing difficulty. The key agreement for the provision of counselling and other personal support services is with the Aboriginal and Torres Strait Islander Community Health Service (ATSICHS).

ATSICHS is located at 55 Annerley Road, Woolloongabba but also operates from the level 5 Studio space at ACPA. A comprehensive suite of health services is provided, including a free health check for new and continuing students at the commencement of every year.

Access to ATSICHS support is via a Head of Department or the Training Coordinator.
Students can contact ATSICHS directly if the matter is urgent. Please direct requests to:

Raymond Brunker, Human Services Director

Aboriginal and Torres Strait Islander Community Health Service Brisbane Ltd

P: (07) 3240 8904 M: 0428 712 286

Raymond.Brunker@atsichsbrisbane.org.au

www.atsichsbrisbane.org.au

Students experiencing a significant, problem or situation, are urged to contact Lifeline on 13 11 14.

Accommodation

While ACPA does assist students in finding initial accommodation in Brisbane, ACPA does not take any responsibility for accommodation costs, or for legal arrangements. ACPA is able to refer students to appropriate accommodation services and is always available to discuss any issues or concerns a student may have with their accommodation arrangements.

ACPA recommends the Elley Bennett Hostel as the preferred students' accommodation. ACPA also has some Home Stay options available. Details of available hostel accommodation can be found at http://www.ahl.gov.au/

Medical Issues

ACPA maintains an up-to-date list of medical professionals within easy access of the campus. Any student with medical concerns may inform the Head of Department or Training Coordinator, who will assist them in finding an appropriate medical professional.

Stationery

Students are responsible for supplying their own stationery.

5.11 Student Complaints and Grievances

During their course of study at ACPA, students may need help in resolving problems arising from their studies. These may be minor issues which relate to subjects, or conduct of staff, or of students, or help with administrative matters.

A Complaint is a problem or concern raised by the student who feels that they may have been wronged. Complaints will be managed through an informal process in the first instance.

A Grievance is a matter that will be managed through a formal investigative process.

Grounds for a complaint or grievance may include situations where a student was adversely affected by:

- A decision where the circumstances were not fully considered

- A failure to follow the ACPA Policy or Process

- Improper or negligent conduct, or unfair treatment, prejudice or bias by another person

- An unduly harsh penalty

Managing a Complaint or Grievance

- Students are firstly encouraged to discuss any issues with administrative staff (for administrative issues), teaching staff (for academic issues), or the ATSICHS Student Support Services (for other issues).

- Following completion of an informal complaints resolution process, if a student is still not satisfied, then a formal grievance handling process can be instituted.

- The details of this formal grievance handling process are available from the relevant Head of Department or the ACPA Business Manager.

5.12 Learning and Teaching

5.12.1 The Learning and Teaching Environment

ACPA's educational objectives focus on three priority areas:

1. To enhance student learning and outcomes
2. To enhance the quality of teaching
3. To enhance the support for learning

5.12.2 Quality Teaching and Learning Commitment

ACPA staff are committed to:

1. ACPA's educational objectives which guide teaching and learning decision-making and resource allocation processes
2. Implementing policies that promote and monitor academic integrity and honesty

5.12.3 Monitoring Student Progress

An electronic and hard copy record is created for each student and securely stored.

- Student files are regularly updated.
- Access to files is limited to approved staff.
- Files are stored according to current student status.
- To preserve the integrity of data, clear and direct policies and procedures have been formulated for the communication, storage, handling and privacy of information gathered in all areas of operation (including anecdotal information).

5.12.4 Identifying and supporting "at-risk" students

If a student is identified at risk of failing to achieve satisfactory course progress at an early stage, the reasons might be that the student:

- Missed classes
- Did not submit an assignment for a unit of study when mandated
- Formative assessment tasks indicate an inability to achieve a grade of pass for a compulsory unit
- Inability to complete their course within the maximum permitted time

Early intervention strategies will include staff reporting to the Heads of Department on a student's unsatisfactory progress. The student being identified as a student at risk will be asked to attend a counselling session and discuss any issues which might prevent them from achieving satisfactory progress in their units of study. The counselling session is designed to assist the student in finding ways to improve their performance. The Heads of Department or ATSICHS Student Services (where relevant) will assist the student with identifying the issues and advise on a course of action on how to find solutions and achieve positive outcomes.

The Heads of Department will report to the CEO on a weekly basis regarding any identified students at risk and will recommend actions to be taken to assist the students.

5.12.5 Disciplinary Process

The purpose of the disciplinary process is to assist students to overcome problems that have been identified with regard to their performance or conduct; and to provide a structured opportunity for the student and their Trainer to improve the individual's performance whilst at ACPA.

The principles of this process are:

- Fair and equitable treatment for those involved in the disciplinary process
- Understanding and agreement between the Trainer and the student of expectations regarding student behaviour and performance
- Prompt application of "due process" for the resolution of performance and behaviour problems
- Discipline is used in a constructive way so as to provide an opportunity for improvement of performance or behaviour
- Open communication and consultation with all stakeholders involved

Process

- The relevant Head of Department will address poor performance, misconduct, or work behaviour problems, in a prompt and impartial manner.
- All relevant facts will be gathered before a conclusion is reached on the appropriate action to be taken.
- Factors to be considered in the process will include:
  – the seriousness and implications of the behaviour or poor performance

- – the student's explanation of their conduct
- – the student's past student record
- – any previous disciplinary action that has been undertaken
- The stages of the disciplinary process will be:
  - – Stage 1 - Investigation
  - – Stage 2 - Counselling if required
  - – Stage 3 - Disciplinary Response

Investigation

The Trainer identifies the student's performance issue or behaviour that requires attention. This may be through personal observation, through another student bringing a situation to the Trainer's attention, or due to an incident that has occurred. The Trainer will advise the Head of Department of the issue. The Head of Department will automatically inform the Business Manager in all cases.

An investigation will occur. Upon completion of a full investigation, the Head of Department will decide the next action to be taken. If the performance, behaviour or misconduct is not of a serious nature, the Head of Department may choose to counsel the student in question.

If the performance, behaviour, or misconduct is of a serious nature, or is a repeated behaviour following previous counselling, then the Head of Department may choose to progress with the disciplinary process.

It is important to note that there is no requirement to follow all of the stages in the process, depending on the severity of the specific problem.

Disciplinary Response

Where the student's performance or conduct has not improved, and also where the behaviour is a case of serious misconduct, a disciplinary interview may be necessary. The Head of Department will consult with the Trainers prior to taking such formal disciplinary action and the following process will ensue:

The student will be provided with 48 hours' notice of the interview. Advice to the student will include:

- The purpose of the interview
- An opportunity for the student to nominate a support person to also be in attendance
- The Head of Department and Training Team will provide an outline of the allegations to the student, providing specific examples
- Interview date, time, and venue
- Note of those attending
- Possible consequences
- The Head of Department and Trainers will meet with the student in private
- The student will be given the opportunity to respond
- Upon consideration of the student's response, a decision must be made in terms of disciplinary action. Action may include, depending on the severity of the issue:
  - – Action Planning
  - – Formal Warning
  - – First and Final Warning
  - – Expulsion from ACPA

A written record of the meeting shall be noted by the Head of Department.

5.13 Student Assessment

5.13.1 Assessment Methods

- ACPA has staff with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered by ACPA.

- Adequate facilities, equipment, and training materials, will be provided by ACPA to ensure that the learning environment is helpful to the success of ACPA students.

- Assessment tasks are to be completed as outlined in the Assessment Tool, or other approach as approved by the Trainer/Assessor.

- In outlining the process of Student Assessment, ACPA aims to ensure fair and equitable treatment of all students with regards to items of assessment and assessment processes.

- Consideration is to be given to the training and assessing of students with special needs to ensure barriers are removed within assessment processes and practices so far as it complies with ACPA's policies and meets the requirements of flexibility in assessment processes.

- Each student is to complete the assessment requirements of each unit, plus any additional requirements set by the Trainers, and must be assessed as competent in order to be considered as having passed the unit.

5.13.2 Assignments

Extensions and Absences

- If a student requires an extension in order to complete an assessment piece, this must be approved by the Head of Department before the due date.

- If a new date is agreed to, the assessment must be submitted or completed by that new date.

- A student who does not meet the new date as agreed will be assessed as not satisfactory in this assessment item and potentially excluded from the unit.

- Other forms of extension are at the discretion of the Head of Department, whilst ensuring fairness and equity and compliance with ACPA principles.

- If a student is absent for an assessment, that student:

  – must advise the Head of Department immediately that they will not be in attendance and the reason why

  – must present a valid medical certificate, or have been given approved leave in writing for the date of the assessment, in order to reschedule the assessment without penalty

Assessment Appeal Procedure

ACPA is committed to a fair, equitable, and timely process for dealing with student appeals against assessment policies, process, practices and outcomes to avoid the need for a formal complaint. If a student is not satisfied with their result for an assessment during the year, the following process should be followed:

Informal Procedure

- When a student perceives an issue with regards to an assessment outcome, they are to discuss this with the Trainer/Assessor within ten (10) working days from the date of the issuing of the result to the student.
- The student will then discuss the issue with the relevant Trainer/Assessor. If the issue is resolved, then the process is complete. If the issue is not resolved after the informal discussion with the Trainer/Assessor, then the issue is elevated to the formal process outlined below:

Formal Procedure

- The student will put the issue in writing to the Head of Department within five (5) working days of the discussion with the Trainer/Assessor, and will be given the option of a reassessment by the Head of Department within ten (10) working days of receipt of the issue in writing. The Head of Department will ensure the Training Team is advised of the formal appeal.
- The appointment of another assessor is to be agreed by each party: ACPA and the student.
- The student will be advised of the reassessment outcome in writing within five (5) days of the reassessment. If the matter is resolved, then the process is complete. However, if the matter is not resolved, then the complainant may

pursue their grievance via Stage 2 of the Grievance Resolution Procedures. This is a written appeal or appointment to meet with the Training Team.

Plagiarism

Plagiarism is when students submit work or the ideas of someone else as though it is their own work. To avoid plagiarism, any work submitted for assessment must be written by the student in person and in that student's own words.

Students are expected to familiarize themselves with copyright laws in relation to the use of both print and online materials. If a student wishes to use someone else's ideas or words, these must be clearly and appropriately presented as a quote, with reference made to the author and the source. This ensures that recognition is correctly attributed to the information source.

If students are uncertain about how to correctly present work, guidance can be sought from the Trainer/Assessor.

Should a student be found to have plagiarised, disciplinary action will be taken, including warnings and/or exclusion from their course.

5.13.3 Performances

- ACPA provides opportunity for both staff and students to take part in external events such as workshops, seminars, performances and productions. ACPA maintains an external events calendar and assesses event requests against its external events policy. External events may be considered as part of student assessment if agreed to in advance by the relevant Head of Department.

- Selection of any student to take part in an external event is at the discretion of the relevant Head of Department.

- Where students are engaged in external events, they are required to make up any lost time from classes.

- Where possible, external events will not be undertaken where they conflict with formative or summative assessment activities.

- Where students are engaged in external events, ACPA will cover all costs associated with their involvement in the event commensurate with resources available.

5.13.4 Results and Grading System

ACPA is a Registered Training Organisation (RTO) operating within the Australian Vocational Education and Training System. As such, students are assessed as competent or not yet competent against the evidence requirements contained in the relevant course outline and training and assessment strategies. Students who complete the course of study are awarded the relevant qualification (Diploma or Advanced Diploma). Students who partially complete their studies may be able to be assessed across a number of units. In this case ACPA could award the student with a Statement of Attainment for all completed units of study.

5.14 Graduation

5.14.1 Graduation Ceremony

ACPA provides all students with the opportunity to take part in a formal graduation ceremony at the end of the academic year. This ceremony is held in a dedicated venue and will follow the general format of most post compulsory graduation ceremonies. Students are expected to wear academic gowns (provided by ACPA) when receiving their qualifications at the graduation ceremony.

5.15 Awards and Scholarships

5.15.1 Awards

Each year the Heads of Department recognise one student in each discipline for their contribution to the Centre. This award is determined across a range of attributes shown by the student and identified by the Head of Department. This award is usually presented at the Graduation Ceremony.

5.15.2 Scholarships

ACPA can offer financial support via scholarships to potential students who are experiencing genuine financial hardship. Scholarships are awarded on application to ACPA and are assessed on a case by-case basis. Any application for a scholarship is treated as confidential by the relevant Department Head and CEO, who make the final determination on offering any scholarships. Application forms for scholarships can be obtained from ACPA's Administration.

5.16 Health, Safety and Security

5.16.1 Building Security

The Judith Wright Centre has a range of electronic security measures that are controlled by Centre management. In support of these measures, the Centre makes use of the Queensland Government Security Services, which are on call if required.

If, at any time, a student or staff member experiences circumstances that cause feelings of being unsafe while in the building, they can:

- Contact ACPA's Administration on 3216 1490
- Contact Centre Management on 3872 9007
- Contact State Government Security on 3224 6666
- Contact the Valley Police on 131 444

ACPA staff are trained in activating and deactivating the relevant security measures and have the relevant keys and access swipe cards to access the teaching and administration areas. Heads of Department or training staff will ensure students have the relevant access to ACPA's designated areas.

Judith Wright Centre technical staff conduct yearly inductions for staff and students, which cover all aspects of the building's security systems.

The Student Common Room on Level 4 is accessed by entering a PIN code on the touch pad next to the doorway. Students can access the lounge during normal ACPA teaching hours only. To maintain the safety and security of the Student Common Room, please do not share the access code with any non ACPA people. This code will be reset every term.

5.16.2 Incidents

Emergencies

The Judith Wright Centre regularly conducts tests of the alarm systems. These tests will allow you to become familiar with the building alarm systems. If the Fire Alarm Bell (continuous ringing) and/or sirens are activated, and staff and students are told to evacuate the area:

- Remain calm at all times.

- If in class, follow the Trainer's instructions.

- Follow the instructions of the designated Judith Wright Centre Fire Wardens at all times. These are identified by their high visibility vests and hard hats.

- When instructed to do so, move as a group to the designated assembly area and remain there for a roll call. Please refer to the evacuation plan maps to become familiar with the assembly area.

- Listen for your name and respond clearly – otherwise someone may put themselves in danger by going to look for you.

- Do not congregate outside the building but proceed to the nearest designated safe assembly area (see evacuation plans).

- Do not wander off to 'sightsee' or to collect personal belongings from lockers or classrooms.

- Report any missing persons to the nearest member of staff.

- Remain at the designated assembly area until further instructed by ACPA or Judith Wright Centre staff.

5.16.3 Health and Safety Policy

First Aid

The Heads of Department, Finance Officer and Training Coordinator are all designated first aid providers.

All students must immediately report incidents or accidents that occur on the ACPA campus or through ACPA activities to a member of staff to ensure that the persons involved can receive appropriate assistance and first aid. Basic first aid equipment (cold packs, band aids etc.) is available from ACPA Administration upon request. First aid equipment will also be accessible in ACPA dedicated teaching areas.

Safety - ACPA is committed to safety

Through this policy, ACPA seeks the full support and co-operation of all persons to share the responsibility of maintaining a safe environment for everyone. It is each person's duty to report any and all safety concerns to a ACPA Trainer or staff member at the earliest opportunity. Students are required by law to take reasonable care for the health and safety of themselves and others at ACPA and in the workplace.

In the interests of health and safety, students must not interfere with or misuse anything provided by ACPA.

All students and staff must:

- Take reasonable care for their own health and safety and that of anyone else who may be affected by their actions or omissions

- Cooperate with the ACPA staff member with respect to any action taken by them to comply with any requirements imposed by or under the *Work Health and Safety Act 1995* (Qld)

- Comply with the instructions given for Work Health and Safety by the ACPA staff member

- Not wilfully or recklessly interfere with, or misuse, anything provided for Health and Safety

- Not wilfully or recklessly place any person at ACPA at risk

- Not wilfully or recklessly injure themselves

Mental Health

Research indicates that one in five adults experience a mental health disorder each year. Anxiety and depression are the most common. Work towards maintaining your mental health:

- Visit the ATSICHS Student Services on the ACPA campus or at their Woolloongabba offices located at **55 Annerley Road Woolloongabba Qld 4102**

- Discuss your issues with ACPA staff

- Phone ATSICHS on **3240 8904**

- Phone Lifeline crisis support on 131 114

- Talk with professionals from ATSICHS who visit ACPA throughout the term

- Talk to friends or family

- Eat a balanced diet, exercise regularly and get sufficient sleep

- Relax and have fun - join a sporting or special interest group

- Seek help when it is needed (and read a self-help book)

- Visit useful websites such as: www.beyondblue.org.au www.au.reachout.com

5.17 Student and Staff Satisfaction

5.17.1 Measure of Students' Success and Satisfaction – Student Feedback

ACPA is undertaking surveys of graduates to determine employment rates and to maintain contact with students through the Alumni Association. This process has provided anecdotal evidence relating to graduate employment statistics. ACPA also collects data on current student satisfaction:

- Student Unit Survey: a form is distributed to students

- Survey and feedback is collected, read, and acted upon when necessary by the appropriate staff.

- Specific issues raised in the feedback process are discussed by relevant staff members; the most appropriate response is then identified and implemented.

5.17.2 Staff Feedback

Staff are required to document and implement continuous improvement activity as part of our requirements as an RTO. Both formal and informal channels of communication are used to document feedback. Students are encouraged to make suggestions for improvement or provide other feedback to ACPA via the Heads of Department on the quality and relevance of our educational offerings.

5.18 Alumni (past graduates)

5.18.1 ACPA Alumni Register and Records

The Heads of Department are responsible for alumni-related responsibilities, which includes maintaining the alumni contact list and noting individual attendance at alumni events.