

STUDENT – HANDBOOK

E. info@aaid.edu.au

W. www.aaid.edu.au

P. 03 8658 1593

A. Australian Academy of Interior Design Level 31
120 Collins Street Melbourne 3000 Victoria

AAID.EDU.AU



AUSTRALIAN
ACADEMY
OF INTERIOR
DESIGN



OUR MISSION
OUR MISSION
OUR MISSION
OUR MISSION

**To make high quality
learning accessible;
empowering people
to do what they truly
love and go further.**

OUR MISSION
OUR MISSION
OUR MISSION
OUR MISSION





01

INTRODUCTION

Pg. 07 | Mission Statement

Pg. 07 | Vision Statement

Pg. 07 | Training Programs

Pg. 07 | Student Guarantee

Pg. 08 | The Australian Academy of
Interior Design Team

- Student Support

- Trainers

Pg. 08 | Student Selection

- Enrolment

- Unique Student Identifier

- Visa Requirements

02

STUDYING AT THE AUSTRALIAN ACADEMY OF INTERIOR DESIGN

Pg. 11 | Personal and Academic Support

Pg. 11 | Language, Literacy and Numeracy

Pg. 12 | Flexible Learning and Assessment

Pg. 12 | Assessment Requirements

Pg. 14 | Code of Conduct

Pg. 15 | Change of Personal Details

Pg. 16 | Evaluation and Feedback

Pg. 16 | Making the Most of your Training

Pg. 18 | Course Information

- Training Programs
- Competency-based Training
- Flexible Delivery
- Computer Specifications and Requirements for the Course
- Evidence Requirements
- Assessment
- Assessment Results
- Reasonable Adjustment
- Additional Submission and Support
- Course Extensions
- Assessment and Progression
- Record-keeping for Assignments and Student Information

Pg. 22 | Awards

Pg. 22 | Course Delivery

Pg. 23 | Recognition of Prior Learning (RPL)

- Recognition Process
- How to Apply for RPL
- Recognition Decision

Pg. 24 | Credit Transfer

Pg. 24 | Student Records

03

POLICIES AND PROCEDURES

- Pg. 27 | Health and Wellbeing
- Pg. 27 | Diversity and Inclusion
- Pg. 27 | Enrolment Policy
- Pg. 30 | Fee Administration and Refund Policy
- Pg. 34 | Additional Support Policy
- Pg. 39 | Complaints and Appeals Policy
- Pg. 43 | Privacy Policy

04

CODE OF PRACTICE

- Pg. 49 | Code of Practice
- Pg. 51 | Legislative and Regulatory Requirements
- Pg. 62 | Support Services List

INTRODUCTION

01

Welcome to the Australian Academy of Interior Design! Our number one priority is to help you achieve your new qualification. We deliver the training and support that will help you complete your training goals as quickly as you can achieve them. You will receive training from our dedicated, passionate and qualified Trainers who are experienced in your vocational areas. This ensures that the training you will receive is current, relevant and easy to understand.

To ensure that your learning experience will be a positive one, our courses are delivered using excellent quality and innovative course materials. Our student support services team is committed to deliver an excellent experience to you. We wish you all the best in your studies and we look forward to helping you achieve your new qualification to advance your career.

This Student Handbook sets out the policies and procedures around the training and assessment that you will receive at the Australian Academy of Interior Design. Please read the Student Handbook before enrolling in any Australian Academy of Interior Design courses.

The Australian Academy of Interior Design is a Registered Training Organisation (RTO No. 46046) and is approved by Australian Skills Quality Authority as a deliverer of nationally recognised training, MSF50222 - Diploma of Interior Design from the Furnishing Training Package.

MISSION STATEMENT

“To make high quality learning accessible; empowering people to do what they truly love and go further.”

The Australian Academy of Interior Design is dedicated to the mission of making high quality learning more accessible, so that we can enable people to do what they truly love and go further.

By delivering exceptional courses and training to students, we seek to have our learners acquire

the skills and knowledge that they need, in order to enjoy their hobbies, become more creative or go beyond and develop a new career or business.

To do this, we will continuously strive to maintain the highest standards of quality and excellence in providing training to students, while simultaneously taking steps to ensure that barriers to entry for our courses will always remain as low or minimal as possible.

VISION STATEMENT

The Australian Academy of Interior Design seeks to become Australia’s leading training institute renowned for developing career and life enhancing opportunities for its graduates—who are renowned by the business and industry as being highly-skilled alumni that develop into leading industry professionals.

TRAINING PROGRAMS

As a registered training organisation (RTO) in the vocational education and training (VET) sector, the Australian Academy of Interior Design offers the following nationally recognised qualification:

MSF50222 - Diploma of Interior Design (Release 2)

For more information on the courses the Australian Academy of Interior Design has on offer, please refer to our website:

www.aaid.edu.au

STUDENT GUARANTEE

The Australian Academy of Interior Design guarantees to advise students of any changes to the services provided under agreement as soon as practicable, including any changes of ownership.

THE AUSTRALIAN ACADEMY OF INTERIOR DESIGN TEAM

You may contact the Australian Academy of Interior Design on 03 8658 1593

| STUDENT SUPPORT

Students completing a training program will be supported by the Australian Academy of Interior Design's Student Support Team. Our knowledgeable team will work with you to help you achieve success in your chosen field. The Support Team can assist you through a variety of activities, which include but are not limited to:

- Assisting with logging in to the Online Learning Centre and with accessing the resources;
- Supporting flexible learning and processing extensions where applicable;
- Arranging contact between you and your trainer/assessors where required; and
- Assisting you with finding and understanding your trainer's feedback.

The Australian Academy of Interior Design is committed to fostering a holistic and supportive learning environment that promotes the overall wellbeing of every student. We provide a framework for the provision of comprehensive support services, and mental and physical health initiatives. This procedure is guided by our dedication to creating an inclusive, safe, and nurturing community where every student can thrive academically, personally, and emotionally. Specifically:

- Students are responsible for actively seeking and engaging with our available support services, including counselling, and health resources, to enhance their overall wellbeing.
- Students are to work cooperatively with our team toward improving their wellbeing including any individual support plans.

- Students are expected to adhere to our policies and procedures related to health and safety, reporting incidents, and respecting the confidentiality of their peers.
- Students are encouraged to actively participate in mental health awareness programs, physical fitness activities, and wellbeing workshops to contribute to a positive culture.

| TRAINERS

Your trainers are qualified industry professionals, ready to guide you through your learning. Their feedback and guidance will ensure that you are job-ready for your chosen industry. All Academy trainer/assessors are hand-picked to ensure they have years of experience working hands on in the interior design industry and up to date in the industry current practices.

STUDENT SELECTION

The only prerequisites necessary to enrol in the MSF50222 - Diploma of Interior Design (Release 2) are that you must:

- be at least 18 years old
- have basic computer skills (navigate the web, send emails, upload/download documents, create documents and presentations, etc.) and
- pass a basic Language, Literacy, Numeracy (LLN) test, to year 10 level or equivalent.

Note: Students are required to complete a Language, Literacy, Numeracy (LLN) test as part of their pre-enrolment.

| ENROLMENT

While the Australian Academy of Interior Design will endeavour to complete the enrolment process as quickly as possible, please allow up to 5 business days from confirmation of your payment for enrolment.

Upon official registration as a student, learners will receive course information and personalised logins via email. The training and assessment resources necessary to complete the selected course are available on the student portal and accessed with these personalised logins.

Students can enrol by choosing one of two payment plans offered by the Academy: **(1)** a full one-time fee with an initial upfront deposit and a second payment after 14 days; or **(2)** a number of regular payments made throughout the enrolment period. Students who miss a regular payment will receive a reminder of the payment due. If fourteen (14) days pass without receipt of this payment, the student's enrolment will be suspended until the payment has been received. The student will be notified of the suspension. Once payment has been received, the suspended enrolment shall be restored. Please see the relevant course brochure for more information.

| UNIQUE STUDENT IDENTIFIER

An initiative of the Australian Government is the requirement for all students of Vocational Education and Training to supply a Unique Student Identifier number to their VET provider. Students will be assisted by the Australian Academy of Interior Design to apply for and supply their USI if authorised by the student. The Australian Academy of Interior Design has a registered facility to verify each USI before issuance of any certification. Please be aware that no VET provider, including the Australian Academy of Interior Design, can issue a certificate for a VET qualification without being supplied with a student's USI.

Exemptions to the USI requirements may apply including for international students studying onshore and outside of Australia. For any student exempt from supplying a USI, completion results and records will not be available through the Commonwealth Registrar. The Australian Academy of Interior Design can use the following links to search for or create USIs (ONLY with

student permission):

- <http://usi.gov.au/Pages/default.aspx>
- <https://portal.usi.gov.au/org/>

| VISA REQUIREMENTS

The Australian Academy of Interior Design is not a registered CRICOS provider. It is the student's obligation to advise the Australian Academy of Interior Design of their visa requirements. Students should contact the appropriate Government Department regarding their visa conditions and restrictions.

**STUDYING AT THE
AUSTRALIAN ACADEMY
OF INTERIOR DESIGN**

02

The Australian Academy of Interior Design conducts training courses to suit student needs, course type and learning styles. The following student guidelines will help foster a healthy learning environment for all students.

PERSONAL & ACADEMIC SUPPORT

As a student at the Australian Academy of Interior Design, you will enjoy the many benefits of studying at your own pace with flexible hours. Our student support team is available from Monday to Friday 8am - 5pm to assist you with any questions you may have.

Email: info@aaaid.edu.au

Contact number: 03 8658 1593

The Australian Academy of Interior Design conducts assessment of needs as part of the pre-enrolment process and throughout the duration of the course. In such cases, the Australian Academy of Interior Design will ensure that the assessment of need is undertaken at the earliest possible opportunity and any identified support needs issues are managed. Learner support may include but is not limited to any disability or impairment that restricts access and equity as well as, computer literacy or English language, literacy and numeracy (LLN) information obtained from learners prior to enrolment and prior to the commencement of their first unit of competency. Educational and support services may include, but are not limited to:

- pre-enrolment materials;
- language, literacy and numeracy (LLN) programs or referrals to these programs;
- equipment, resources and/or programs to increase access for learners with disabilities
- and other learners in accordance with access and equity;
- flexible scheduling and delivery of training and assessment;

- counselling services or referrals to these services;
- information and communications technology (ICT) support;
- learning materials in alternative formats, for example, in large print;
- any other services that the RTO considers necessary to support learners to achieve competency.

Where appropriate, the Australian Academy of Interior Design will seek external assistance to ensure additional support services are available. You will be informed in case additional costs may be incurred to arrange access to external additional support services.

LANGUAGE / LITERACY AND NUMERACY

The Australian Academy of Interior Design makes appropriate concessions for language, literacy and numeracy issues of students where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

During the enrolment process, all students complete a brief non-invasive language, literacy and numeracy assessment to enable the Australian Academy of Interior Design to identify any issues that may need to be addressed prior to the commencement of training. Strategies to address these issues will be discussed with students and may include adjusting learning and assessment modes and methods.

The Australian Academy of Interior Design provides materials, resources and assessment tasks at a level of complexity required and also provide opportunities for repeated and supported practice.

Continued 

Where can I get help with language, literacy and numeracy?

Individuals who want to get help with their literacy and numeracy can access information about the nearest LLN provider by calling the Reading Writing Hotline on 1300 655 506.

What is the Reading Writing Hotline?

The Reading Writing Hotline is funded by the Australian Government Department of Education, Science and Training. The project is managed by TAFE NSW - Access and General Education Curriculum Centre and is Australia's national telephone adult literacy and numeracy referral service. For the price of a local call from anywhere in Australia, the hotline can provide you with advice as well as a referral to one of 1200 providers of courses in adult literacy and numeracy.

What happens when I call the Hotline?

You will speak to an experienced adult literacy teacher who will advise you on ways you can access classes in your local area to improve reading, writing, spelling and maths skills. The information you give about yourself is confidential and will not be given to anyone else.

When can I call the Hotline?

You can call the Hotline at any time. If a teacher is unavailable to take your call, your name and number will be taken by the hotline paging service and your call will be returned.

FLEXIBLE LEARNING AND ASSESSMENT

Attaining a Diploma of Interior Design (MSF50222) is a significant achievement and requires a lot of hard work and discipline. You have up to four years to complete the course

but we encourage students to follow defined study schedules to achieve their certification sooner. On average, a student studying around 17.5 hours per week can complete the course in two and a half years.

Engaging with core subject matter and understanding new concepts and techniques will take approximately 7 hours per week, and understanding and monitoring your progress will take approximately 30 minutes. Preparing for and completing your assessment may take up to 10 hours per week.

The Australian Academy of Interior Design will provide you with a unique training plan (via the Study Planner too) to assist with time management and fitting studying around your work and life commitments.

If you've already completed a qualification, it may be possible to apply for credit transfer and/or recognition of prior learning (RPL) as long as sufficient and current evidence is provided as required. To learn more about credit transfer and recognition of prior learning please refer to the RPL and Credit Transfer Policy located in the Policies and Procedures section of the handbook. For further information on how to apply for credit transfer and RPL, you can contact the Australian Academy of Interior Design.

ASSESSMENT REQUIREMENTS

Throughout your course you will have milestones which will help you stay on track to complete your studies within the course duration. If you are having difficulty completing an assessment, you should discuss it with your trainer/assessor who will be able to provide support and guidance on assessment completion and staying on track with your studies.

As you are working on your assessments you should ensure to keep and back up digital copies

of your work. The Australian Academy of Interior Design can accept no responsibility for lost assessment tasks.

Please note: You will have to complete assessment tasks again if your work goes missing and therefore, it is important to keep a copy of your original assessment tasks.

Assessment Malpractice

Assessment malpractice includes cheating, collusion and plagiarism. The Australian Academy of Interior Design regards the integrity of assessment as critical to its professional responsibilities as an RTO and therefore strives to ensure the assessment processes are not compromised. The Australian Academy of Interior Design has policies and procedures in place for dealing with assessment malpractice.

What is cheating?

Cheating within the context of the study environment, means to dishonestly present an assessment task or assessment activity as genuinely representing your own understanding of and/or ability in the subject concerned.

Some examples of cheating are:

- Submitting someone else's work as your own whether you have that person's consent or not.
- Submitting another author's work as your own, without proper acknowledgement of the author.
- To allow someone else to submit your own work as theirs.
- To use any part of someone else's work without the proper acknowledgement.

There are other forms of cheating not contained in this list. These are merely given as some examples. If you are unsure about whether any particular behaviour would constitute plagiarism or cheating, please check with your trainer prior to submitting your assessment work.

What is Collusion?

Collusion is the presentation of work, which is the result in whole or in part of unauthorised collaboration with another person or persons. It is your responsibility to ensure that other students do not have opportunity to copy your work.

What is Plagiarism?

Plagiarism is a form of cheating and includes presenting another person's or organisation's ideas or expressions as your own. This includes, however is not limited to: copying written works such as books or journals, data or images, tables, diagrams, designs, plans, photographs, film, music, formulae, websites and computer programs.

What are the Penalties for Plagiarism or Cheating?

If a trainer suspects that you are cheating they will investigate further to establish evidence to support their suspicion. By looking at learning resources, searching on Google and reviewing previous or current student's work. If evidence to support the suspicion is established your trainer will then report their concerns to the Australian Academy of Interior Design's Quality Assurance Manager. From there the following process will be followed:

1. The assessor will contact you in writing outlining their concerns with your submitted work.
2. You will then have an opportunity to respond to any allegations of cheating or plagiarism.
3. If the Quality Assurance Manager's investigation confirms that you have engaged in cheating or plagiarism you will be advised of one of the following consequences:

Continued 

- If it is determined that your offence committed is minor or unintentional, you will be asked to resubmit your work and be given a formal warning in writing by the Australian Academy of Interior Design's Quality Assurance Manager, OR
 - If it is determined that your offence committed is of a serious and intentional nature you will be un-enrolled in that unit immediately and must re-enrol if you wish to complete that unit. Your result for that unit will be recorded as Not Competent. A cheating/plagiarism note will also be recorded against your student file. Notification of any such decision will be made in writing by the Australian Academy of Interior Design's Quality Assurance Manager.
4. If the conduct is repeated or if the initial conduct is of a very serious nature (as determined by the Quality Assurance Manager), such as knowingly falsifying assessment evidence, the student's enrolment may be terminated. In cases of termination, all fees paid will be non-refundable.

What if I don't agree with the decision?

If you disagree with the decision or the penalty imposed, you are entitled to lodge an appeal in accordance with the Appeals Policy and Process. For more information you may refer to the Complaints and Appeals section of the Student Handbook.

How do I avoid Plagiarism or Cheating?

Students are advised to note the following advice to avoid claims of plagiarism or cheating: Always reference other people's work. You may quote from someone else's work (for example, from websites, textbooks, journals or other published materials) but you must always

indicate the author and source of the material.

- Always reference your sources. You should name sources for any graphs, tables or specific data, which you include in your assignment.
- You must not copy someone else's work and present it as your own.
- You must not falsify assessment evidence.
- You must clearly declare the use of Generative AI tools, where applicable, in line with the Academy's AI Guidelines.

CODE OF CONDUCT

All Australian Academy of Interior Design students are expected to take responsibility for their own learning and behaviour during both training and assessment. Any breach of discipline will result in the participant being given a 'written warning'. A further breach will result in a participant being asked to 'show cause' as to why they should not be excluded from further participation in the program. A third breach will result in instant dismissal from the training environment. Where a breach is deemed to be of a serious nature, as determined by the Student Services Team Leader, the student's enrolment may be terminated. In instances of dismissal and termination of enrolment, all fees paid will be non-refundable.

Personal interaction, staff-to-student and student-to-student is expected to be respectful. An aggressive manner or degrading and abusive language will be considered contrary to the Code of Conduct and a breach of discipline. Following are further instances of breaches to the Code of Conduct.

Discrimination

Discrimination means treating a person less favourably than another because of a personal attribute that they may have. Under State and Federal equal opportunity laws, discrimination based on attributes is unlawful. The attributes that can initiate a discrimination claim include:

- Gender
- Sexual orientation
- Age
- Race
- Religion
- Marital status
- Disability
- Colour
- Nationality
- Ethnicity
- National origin

Harassment

Harassment is any behaviour which is unwelcome, offends, humiliates or intimidates the person being harassed. Harassment will not be tolerated at the Australian Academy of Interior Design and disciplinary action will be taken against any employee or student involved in such behaviour. From a staff perspective, this may include termination of employment. From a student perspective, enrolment may be terminated, and all fees paid will be non-refundable.

Examples of verbal harassment

- Racist comments or jokes.
- Spreading rumours.
- Comments or jokes about a person's disability, pregnancy, sexuality, age, religion.
- Threats, insults or abuse.
- Offensive obscene language.

Physical Assault/Abuse

Physical abuse is an act of another party involving contact intended to cause feelings of physical pain, injury, or other physical suffering or bodily harm. Physical abuse will not be tolerated in any shape or form and any instances of physical abuse will result in instant termination of the student's enrolment.

Some examples of physical abuse include:

- Striking
- Punching

- Pushing, pulling
- Slapping
- Striking with an object
- Excessive pinching on the body
- Kicking
- Tripping
- Kneeing
- Strangling
- Head-butting
- Placing in stress positions (tied or otherwise forced)
- Cutting or otherwise exposing somebody to something sharp
- Throwing or shooting a projectile
- Blinding a person or causing impairment of sight
- Biting
- Eye poking

CHANGE OF PERSONAL DETAILS

Students are required to ensure their personal details recorded with the Australian Academy of Interior Design are always up to date. Students must advise the Australian Academy of Interior Design of any changes in personal details immediately in writing. If the student has an applicable loan and/or financial arrangement, it is the student's direct responsibility to notify the financial service provider of any change in personal details that may adversely affect payment arrangements.

All certification documentation will be sent to the email address and/or posted to the mailing address provided by the student.

EVALUATION AND FEEDBACK

As a matter of quality assurance and continuous improvement, the Australian Academy of Interior Design relies heavily on feedback from students.

The Australian Academy of Interior Design requires all students to complete various feedback and evaluation forms over the course of their training.

At the end of each module, students are asked to answer a survey that explores every aspect of their training experience at the Academy. This feedback is used to inform continuous enhancements to the Program.

At the end of their training, students are asked to provide feedback by completing a Learner Questionnaire and Course Feedback Form. Participation in the survey is highly valued, but voluntary. The Australian Academy of Interior Design will fully protect the student's anonymity and the confidentiality of the student's response within the limits of the law.

MAKING THE MOST OF YOUR TRAINING

It is very important to make the most of your training opportunity. Please note it is your responsibility to do this. To optimise your own learning and successful completion, the Australian Academy of Interior Design encourages you to do the following:

1. Complete all required reading and learning activities;
2. Ensure you have a clear understanding of the assessment requirements;
3. Take responsibility for the quality of evidence that you submit to the Assessor;
4. Keep track of your progress;
5. Complete and submit all assessments and tasks using clear and concise language;
6. Be willing to contact your trainer/assessor if you do not understand the training activity or assessment task.



COURSE INFORMATION

We are registered to offer nationally endorsed training in MSF50222 Diploma of Interior Design (Release 2).

This training program is competency based which means that training and assessment focus on the development and recognition of a person's ability to apply relevant knowledge and skills to perform workplace tasks to a specified standard.

The Australian Academy of Interior Design also offers other non-accredited courses, as listed on our website. These courses do not lead to AQF certifications.

| TRAINING PROGRAMS

The specific skills and knowledge required for particular activities are set out in Units of Competency which can be grouped together to formulate the completion of a nationally recognised qualification. Nationally recognised qualifications are outlined in training packages. These can be viewed at www.training.gov.au.

Each qualification has a list of employability skills and foundation skills which describe the non-technical skills and competencies that are important for effective and successful participation in the workforce. For each qualification, there are specific employability skills and competencies listed under the following headings:

1. Communication
2. Teamwork
3. Problem solving
4. Initiative and enterprise
5. Planning and organizing
6. Self-management
7. Learning
8. Technology

These employability skills will be part of the assessment requirements of a nationally accredited course.

| COMPETENCY-BASED TRAINING

The aim of Competency Based Training is to assess the student's ability to complete the activities in each unit. The Australian Academy of Interior Design will assess the student's ability (or competence) to carry out the activities in each unit of competency.

Competencies are normally expressed in terms of a unit of competency. Competencies include the skills and tasks that are required in the workplace. When a student is being assessed on these activities, the student will be required to perform the activity to the level required in the workplace.

All assessment results are recorded in the Online Learning Centre (OLC) which is the Australian Academy of Interior Design's student portal. Students have access to their assessment outcomes via the student portal or by request. Certification documents are also issued from the results recorded on the student portal.

| FLEXIBLE DELIVERY

Flexible delivery means providing training that best suits the student. The Australian Academy of Interior Design offers courses through distance delivery.

| DISTANCE LEARNING (ONLINE)

The Australian Academy of Interior Design delivers the training of its Distance courses in an online self-paced format. Students are provided with all learning materials, assessment tools, student forums and other resources required to complete their particular course. Students are able to work through these learning materials at their own pace.

Where necessary, the student may contact Trainers for assistance, but our Trainers will not contact students unless requested.

All training and assessment is conducted online via the Online Learning Centre but we also offer students the opportunity to participate in Live Online or In-Person classes to supplement their practical skills. Please consult our website for further information on these study options and the associated fees.

| COMPUTER SPECIFICATIONS AND REQUIREMENTS

The software requirements to ensure the course materials are accessible are as follows:

- Latest versions of Word and Adobe Reader are required
- We recommend Google Chrome as an Internet Browser most compatible with the Online Learning Centre.
- Adobe Acrobat Reader (or an alternative PDF reader)
- Microsoft Word, Excel and PowerPoint (or Google Docs, Sheets and Slides) or equivalent

We recommend an **internet speed of at least 5mpbs**. You can check your internet speed with free speed checkers such as this one. Slower connections may suffice for accessing your materials through Adobe Reader. However, you may experience quality and downloading issues with other multimedia resources. From time to time, we attend to maintenance and upgrades of our Online Learning Centre (OLC); wherever possible you will be informed of any times when the OLC will not be available. We aim for a 99.99% up-time for the OLC.

What are the resources needed to complete the course?

The Australian Academy of Interior Design will provide learners access to the Online Learning

Centre (OLC) where they will access the following:

- Course content
- Download and upload assignments
- Receive feedback
- Student Handbook
- Assignment Briefs
- Marking guide
- Assignment supplementary materials
- Monitored Student Forum
- Student Services team to support learners with administrative issues by phone or email
- Qualified trainers through student portal messaging
- Email

Learners are required to have access to the following:

- Black pens with a variety of nib sizes (e.g. Fineliner 0.1, 0.3, 0.5, 0.7)
- A3 Portable drawing board
- A3 Plain white drawing paper
- A3 Tracing paper
- Cutting mat
- Triangular architectural scale ruler appropriate to your region
- Colouring pencils (e.g. Polychromos by Faber-Castell)
- Masking tape
- Metal ruler
- Set squares (30/60 degree and 45/45 degree)
- Circles template
- 2H, HB and 2B pencils (or a clutch pencil)
- Furniture template scale 1:50 (multiple scale if possible)
- Scalpel
- Compass or compass app
- A Computer (PC or Mac) with Internet (a minimum reliable speed of 5mbps is recommended)
- Google Chrome Web Browser

Continued 

- Webcam or integrated camera and to participate in webinars – Optional
- CAD software such as Sketchup Pro and/or AutoCad (Student versions acceptable)
- A device to record presentations and take photographs
- Samples e.g. fabric, wallcovering, paint, furniture and flooring samples and images.

| EVIDENCE REQUIREMENTS

Evidence is the material proof that you have performed the specified competency or task to the required standard. Your evidence requirements will be determined by the Unit of Competency, employability skill requirements, industry expectations, government regulations, and your qualifications and current experience. Evidence can take many forms, and you will be required to present more than just one piece of evidence.

Assessment tools that we will provide to you set out the exact requirements for evidence for each unit/module.

Examples of evidence could include one or more of the following:

1. Specific assessment tasks set by your assessor
2. Observation reports
3. Certificates and awards
4. Examples of work completed or special projects
5. Current licenses
6. Position descriptions and performance reviews
7. Question responses
8. Tests

Your evidence must also demonstrate the following:

1. That you can do the job or task to the required standard

2. Understand why the job should be done in a particular way
3. Handle unexpected issues or problems
4. Work with others 'in a team'
5. Do more than one thing at a time, e.g. perform the task and be aware of the occupational health and safety requirements
6. Know the workplace rules and procedures

| ASSESSMENT

Assessment is defined as the process of collecting evidence and making judgements on the nature and extent of progress towards the performance requirement set out in a (competency) standard, or learning outcome, and, at the appropriate point, making a judgement as to whether competency has been achieved.

In order to be assessed as competent (C), you will need to provide evidence which demonstrates that you have the essential knowledge and skills to successfully complete the relevant unit to the required standard. Competency is simply about demonstrating that you can do the task with confidence to the required industry standard as endorsed by the training package or VET accredited Course.

An assessment of 'Not Yet Competent' (NYC) is not a failing mark. It is simply a request for more information or further confirmation of the knowledge and skills required. Our trainers will provide feedback to guide your resubmission and are available for contact if required. You will be required to successfully resubmit the assessment with the required rectifications to achieve a competent result. You will be allowed a limit of two resubmissions per assignment. To be eligible for the qualification, the student must receive a competent result for all units of the course.

Assessment, within competency-based approaches to learning, is criterion referenced. This means it identifies an individual's achievements of defined outcomes, rather

than relating their performance to that of other learners. **Assessment methods used may include a combination of the following:**

- Research
- Interviews, feedback sessions, role-playing
- Drawings and models, concept boards, material boards
- Production documentation
- Structured activities
- Reflection
- Mathematical measurements, project cost estimations

| ASSESSMENT RESULTS

Results of assessment are provided to students as soon as practicable. These results are available through your student portal. Assessment results are confidential at all times and will not be given to any other party unless a written request signed by the student is received in advance.

| REASONABLE ADJUSTMENT

Students with disabilities or learning difficulties are encouraged to discuss with the Australian Academy of Interior Design any 'reasonable adjustment' to learning and assessment processes which they consider would be necessary or assist them in the performance of their studies.

Careful consideration will be given to any requests for reasonable adjustment of this nature, and, where reasonably practicable, such adjustments will be made. There may however, be circumstances where it will not be reasonable or reasonably practicable for the Australian Academy of Interior Design to accommodate or where other adjustment may be more appropriate. Reasonable adjustments cannot compromise the integrity of competency-based training and assessment.

| ADDITIONAL SUBMISSION AND SUPPORT

Students who have not yet been deemed competent after two resubmission attempts may retake the module at the discretion of the Quality Assurance Manager. This discretion is based on the quality of previous submissions and the student's demonstrated ability to address feedback and make progress in their training. The module retake involves a fee of \$388.

The student is advised to contact student services at info@aaid.edu.au to assess the need for course extension and/or support services provided by the Australian Academy of Interior Design.

| COURSE EXTENSIONS

It is expected that all assessment tasks are submitted by your course expiration date. Should you require additional time, you should contact Student Services to apply for a course extension. Standard extension fees are as follows: \$125 for each additional month requested beyond the student's original course end date. No refund will be approved for any extension period not utilised.

| ASSESSMENT AND PROGRESSION

The modules on this course are designed to be delivered through a sequential learning design, which allows you to develop skills and competencies in a cumulative manner.

Continued 

You will be introduced to new topics module by module and are required to complete each module before beginning work on the next one. For example, a student working on module 2 must complete (and be deemed competent in) that module before moving on to module 3.

If you are not deemed competent after submitting work for a module, you will have the opportunity to submit revised assessment work following trainer feedback (as described above in the “Additional Support and Submission” section).

AWARDS

Once a student has successfully completed all assessment requirements for their applicable course, the student will be issued with certification documentation. Students who have not met all requirements for the course or students who withdraw from a course and have paid relevant fees have the right to receive Statement of Attainment from the Australian Academy of Interior Design for the units of competency they have been deemed competent in.

Students should note that if you are paying for your course via the payment plan option, you will be unable to receive your Qualification of Statement of Attainment until your fees are paid in full.

The Qualification or Statement of Attainment will be emailed to the current email address and mailed to the current address noted in the Australian Academy of Interior Design's student portal. The student should allow 30 calendar day from the date of completion of the course for the issuance of your award.

Important Information regarding awards at the Australian Academy of Interior Design

- Awards will only be issued to students whose financial status with the college is up to date.

- It is the responsibility of the student to understand their obligations regarding fees due for units studied.
- For a student to be eligible to receive an award, the student must successfully complete all the units listed.
- Training package courses have been submitted to the regulatory authorities, and all units specified in that course are the subjects a student must complete to be eligible to receive that award.
- Certification documents can be re-issued to a student, upon written request. Replacement certification documentation will incur a fee of \$50 per request.

COURSE DELIVERY

The Australian Academy of Interior Design ensures the following resources are in place:

- Trainer/assessors and assessors with appropriate qualifications and experience;
- Course materials appropriate to the methods of delivery and assessment requirements;
- All necessary copyright authorisations;
- Appropriate equipment and facilities.

Training and assessment methods used by the Australian Academy of Interior Design meet specific quality requirements and are chosen to best suit the unit of competency.

A number of delivery methods will be used throughout the training to help you achieve the necessary skills. Learning is a partnership that involves participation from all involved.

Delivery methods may include, but are not limited to:

- audio/visual presentations
- group participation/discussions
- trainer/facilitator instruction
- practical activities
- self-paced activities

- individual projects
- case studies.

RECOGNITION OF PRIOR LEARNING (RPL)

All students have the opportunity to apply for recognition of prior learning. This means that you can submit evidence for one or more Units of Competency, and have it assessed by a qualified assessor without completing the training.

The Australian Academy of Interior Design believes that no learner should be required to undertake a unit of competency for which they are already able to demonstrate satisfactory achievement of the performance outcomes, as stated in the endorsed training package or nationally recognised course.

The Australian Academy of Interior Design aims to maximise the recognition of a learner's prior skills and knowledge whilst at all times maintaining the integrity and standards of the defined learning outcomes of the specific qualification or course of study. Students who consider they already possess the competencies identified in all or part of any course/qualification offered by the Australian Academy of Interior Design may seek recognition.

If you think you have the necessary knowledge and skills to match a Unit of Competency at the required standard, you need to contact a Course Advisor who will provide the information you need to complete an application. A fee of \$150 will be charged for each unit applied for RPL, in addition to the regular course fee.

| RECOGNITION PROCESS

Recognition is a method of assessing if you have evidence of competency for a particular unit of competency that you are enrolled in. It is important to remember that recognition is

an assessment process, not an assumption of competence.

Recognition is the determination, on an individual basis, of the competencies obtained by a student through:

- previous formal/informal training;
- work experience; and/or
- life experience.

Recognition therefore determines the subsequent advanced standing to which the student is entitled in relation to a course/qualification. The main focus of recognition is what has been learned rather than how, where or when it was learned. Recognition focuses on both the demonstration of competence and the currency of that competence to industry standards.

It is important to note, the onus is on the student to present evidence and demonstrate pre-existing competence to justify a claim for recognition and present their case to the satisfaction of the assessor.

Any documents that you provide to support your claim of competency must be the originals rather than copies. Your original documents will be photocopied and returned to you. It is also expected that any evidence submitted is your own and if any part of the work is the work of others, that this is formally acknowledged and advised.

| HOW TO APPLY FOR RPL

You will need to provide the following:

- Certifications for equivalent qualifications (including transcripts and learning outcomes achieved within the last 5 years)
- Portfolio of evidence mapped against the outcomes and competencies of the Diploma of Interior Design (MSF50222) demonstrating practical knowledge and skills

Continued 

It is possible to apply for RPL for one or more of the core or elective units, however, you must clearly identify which unit and which outcomes you are claiming competency. If you wish to discuss the RPL process you should contact Student Services at info@aaid.edu.au in the first instance.

| RECOGNITION DECISION

Regardless of the type of evidence that you submit, Assessors must be confident that the evidence meets the following criteria:

- Full requirements of the unit(s) of competency;
- Any regulatory requirements;
- Authenticity - That it is your own evidence and can be authenticated;
- That you can perform the competency consistently and reliably;
- Is at the standard expected in the industry and set out in the Australian Qualification Framework (AQF);
- Sufficiency - There is sufficient evidence to make a judgement.

Your application will be assessed by an Academy approved trainer.

The Australian Academy of Interior Design is committed to ensuring that all judgements made by trainers against the same competency standards are consistent. Your trainer will examine the evidence that you present and then make a judgement on that evidence which will be either:

- Competent (C) - you have been deemed competent against all the requirements of the Unit/s of Competency
- Not Yet Competent (NYC) - you have not yet demonstrated competency to all requirements.

Your Trainer will advise you of the outcome of your application for RPL.

CREDIT TRANSFER

The Australian Academy of Interior Design recognises the AQF qualifications and Statements of Attainment issued by other Registered Training Organisations (RTOs). Where a student has completed a unit/s of competency prior to enrolling with the Australian Academy of Interior Design that are included in the course in which the student is enrolling, the student may apply for recognition.

This may result in the student not having to complete the same unit of competency again. This is known as credit transfer. Should you wish to seek credit transfer, contact the Australian Academy of Interior Design Admissions Staff for a Credit Transfer Form. Applying for credit transfer is free of charge. See the RPL and Credit Transfer Policy for more details.

STUDENT RECORDS

All student records are subject to the Australian Academy of Interior Design's Privacy Policy. However, students may reasonably access their files by notifying the Australian Academy of Interior Design. The management will endeavour to give students prompt access to their own files where reasonable notice is given. The Australian Academy of Interior Design will provide students with timely access to their participation and progress throughout the training course.

Procedure

- Students may view their grades, trainer feedback and the list of completed units via the student portal. For any other requests on their course progress, students should contact Student Services at info@aaid.edu.au. Students must list their full name, date of birth, address, course enrolled and Student ID.

- Alternatively, students can send a written request to: The Australian Academy of Interior Design, Level 31, 120 Collins Street, Melbourne Victoria 3000
- Students will receive notification that the request has been received and may be contacted by the Australian Academy of Interior Design to obtain further information.
- The Australian Academy of Interior Design will issue a letter of confirmation outlining student results for the course within 7 working days of receiving the request. Students will receive this information by email.

Record Keeping Policy for Assignments and Student Information

The Australian Academy of Interior Design has effective administrative and records management procedures in place that maintain student data in a secure and confidential manner. Records of results, qualifications and Statements of Attainment for students currently enrolled are stored in individual student files. Electronic files are kept up to date and backed up regularly, with the backup copy being kept in a secure location. All student records are stored for retention archiving and retrieval for a period of 30 years.

The Australian Academy of Interior Design retains all rights to assignments, tests, exams, projects and assessments. All soft copies of assessments submitted are retained via the Australian Academy of Interior Design's Online

Learning Centre. All assessments will be kept for a period of 6 months from the date on which the judgement of competence for the student was made as outlined in ASQA's General Direction: Retention requirements for completed student assessment items.

POLICIES AND PROCEDURES

03

HEALTH AND WELLBEING —

The Australian Academy of Interior Design is committed to fostering a holistic and supportive learning environment that promotes overall wellbeing of every student. We provide a framework for the provision of comprehensive support services, and mental and physical health initiatives. This procedure is guided by our dedication to creating an inclusive, safe, and nurturing community where every student can thrive academically, personally, and emotionally. Specifically:

- Students are responsible for actively seeking and engaging with our available support services, including counselling, and health resources, to enhance their overall wellbeing.
- Students are to work cooperatively with our team toward improving their wellbeing including any individual support plans.
- Students are expected to adhere to our policies and procedures related to health and safety, reporting incidents, and respecting the confidentiality of their peers. Students are encouraged to actively participate in mental health awareness programs, physical fitness activities, and wellbeing workshops to contribute to a positive culture.

DIVERSITY AND INCLUSION

The Australian Academy of Interior Design supports its employees, contractors and students by building an inclusive, culturally capable and diverse workforce that reflects the workplace communities we serve and the organisational values.

This policy is supported by a diversity and inclusion framework where the goal is about creating an inclusive culture that promotes the performance and wellbeing of our employees, contractors and students, irrespective of family responsibilities, marital status, age, disability, race, religion, political beliefs, trade union activity, gender identity or sexuality.

We are committed to eliminating unlawful discrimination, workplace bullying, sexual harassment and victimisation through modelling inclusive leadership, and promoting an inclusive, respectful and safe workplace and learning culture for all students, staff and contractors, inclusive of First Nations people. This policy is supported by the Anti-Discrimination Act specific to each State of Australia.

ENROLMENT POLICY —

Purpose

The Australian Academy of Interior Design is committed to providing quality training and assessment in accordance with Standards for Registered Training Organisations and relevant funding contract requirements. This policy provides the framework and general principles for the selection and enrolment of Australian Academy of Interior Design's learners.

The policy has been designed to ensure that the Australian Academy of Interior Design abides by its enrolment approach of providing a fair and equitable process for enrolment and providing learners with accurate and sufficient information to make an informed choice about their enrolment and training pathway.

Terms and Conditions of Enrolment

1. Enrolment into training programs will be conducted in an ethical and responsible manner, ensuring fairness and compliance with the Australian Academy of Interior Design's Additional Support Policy at all times.
2. The Australian Academy of Interior Design will ensure that there is a valid enrolment for each learner. A valid enrolment is a complete, signed and dated AVETMISS-compliant enrolment form.

Continued →

3. Enrolments are subject to availability of places on the training program, based on the maximum number of learners who can be accommodated under certain circumstances (e.g. safety, capacity of training venue, type of course, learning structures, etc.) within a program.
4. No new enrolments or commencements will be accepted into any training product that has been removed or deleted from the national register.
5. Enrolments will be considered tentative until payment and the USI have been received.
6. Should enrolment numbers reach maximum capacity, and another person wishes to enrol in a course where there is a tentative enrolment booked, the tentative booking will be contacted to confirm payment. If payment is not made, the enrolment will be given to the new learner.
7. Australian Academy of Interior Design does not accept students under 18 years of age.
8. All learners are confirmed enrolled, and are advised in writing that their place in their respective courses is confirmed, after they have fulfilled the following:
 - a. enrolment form is completed;
 - b. all required pre-enrolment documents and supporting evidence received;
 - c. fees paid in accordance with the Australian Academy of Interior Design's Fee Administration and Refund Policy;
 - d. consent, acknowledgement and declarations read, understood and signed.
9. Upon enrolment, all learners enrolled are informed and guided on how to:
 - a. access and use the Online Learning Centre (OLC) which is the Australian Academy of Interior Design's student portal
 - b. submit assessments
 - c. access help channels and student support services when needed

Assessment of Need

The Australian Academy of Interior Design will conduct assessment of needs before commencement of training or after it confirms the learner's eligibility (if applicable). In such cases, the Australian Academy of Interior Design will ensure that the assessment of need is undertaken at the earliest possible opportunity and any identified support needs issues are managed. Upfront assessment of need is done by conducting the following:

1. **Special Needs and Disability**
Learners intending to enrol for training are requested to advise of any physical or other impairments and needs (e.g. English language difficulties, Dyslexia) which may adversely affect their ability to successfully undertake the training. (See Additional Support Policy)
2. **Language, Literacy and Numeracy Abilities of Learners**
Learners intending to enrol for training are assessed on their language, literacy and numeracy abilities to determine their capability to successfully undertake the training and determine whether any additional support is needed. This is done by conducting LLN assessment using LLN Robot system as part of the enrolment process. (See Additional Support Policy for more information)
3. **Recognition of Prior Learning, Credit Transfer and Amount of Learning**
Mutual recognition, credit transfer and recognition of prior learning (RPL) are acknowledged and accepted as a standard practice of the Australian Academy of Interior Design. Each learner's skills and experiences relevant to their respective vocational competencies are considered in the development of their training plans. Prior to enrolment, the Australian Academy of Interior Design determines how the learner's existing skills, knowledge and experience impact the appropriate amount and level of

training to be provided.

The Australian Academy of Interior Design ensures that learners are made aware of opportunities for recognition prior to the commencement of training and that adequate information, support and opportunities are provided to learners to engage in RPL. (See RPL and Credit Transfer Policy for more information)

Unique Student Identifier (USI)

1. All prospective learners are required to provide their Unique Student Identifier, in accordance with requirements of Student Identifier Act.
2. The Australian Academy of Interior Design will advise prospective learners with no USIs on how to obtain one and refer them to USI website: <http://www.usi.gov.au/Pages/default.aspx>. A USI can also be created for the student (ONLY with the student's permission) at the following USI portal: <https://portal.usi.gov.au/org/>.
3. In the event that the student authorises the Australian Academy of Interior Design to apply for a USI on the student's behalf, the Australian Academy of Interior Design will ensure to shred any personal information provided by the learners after they have successfully obtained a USI for them.
4. It will verify and maintain all student identifier provided by the learner through its Student Management System (SMS).

Notification of Enrolment

1. Upon acceptance of enrolment the Australian Academy of Interior Design provides learners with a written confirmation of enrolment and all necessary enrolment documents needed by the learner to start their training. This includes:
 - a. USI details (if applied for the client)
 - b. student log in;
 - c. training resources and how to access them;

- d. trainer and assessor information;
- e. Information on how to access support.

2. All students sign an acknowledgement that they have received, read and understood Australian Academy of Interior Design policies, procedures, terms and conditions of enrolment.

Withdrawal from the course

If a student decides to withdraw from their course within 14 days of first logging in to the student portal, they can request a full and complete refund of course fees paid, by emailing the academy at info@aaid.edu.au

No refunds will be issued after 14 days.

Extension Requests

1. Extension requests must be in made writing using the Course Extension Request Form prior to the maximum course completion time.
2. A fee of \$125 will be charged for each additional month requested beyond your original course end date.
3. No refund will be approved for any extension period not utilised.
4. To be considered for an extension outside of our standard policy (with a waiver of the \$125 monthly fee), extreme hardship, extenuating circumstances, or a debilitating medical condition MUST be proven with supporting documentation that is submitted to our office for review.

Continued 

5. To be considered for an extension outside our standard policy, you must email the Student Services team and provide supporting documentation which may include detailed letters or documentation from medical specialists, death certificates, legal documentation, and documentation that may prove extreme hardship. To be eligible for an extension due to a medical condition suffered by you, you must provide a medical certificate and supporting documentation that must include a Medical Information Form that is fully completed by a Medical Practitioner or a duly executed written medical authority that will allow us to obtain the information requested on the Medical Information Form.

All documentation must be original documentation or copies of original documentation certified by a Justice of the Peace, and must be posted to Level 31, 120 Collins Street, Melbourne, Victoria 3000, for our review. The student can request the return of original documents.

The Australian Academy of Interior Design will make our decision based solely on the supporting documentation provided with your Extension Request. Based on our review of the request for Extension, we may or may not grant a partial or full waiver of the monthly extension fees. Your request will be responded to in writing within 10 business days of the request being received.

Access to Records

For example: All students have the right to access their record of participation and progress within a timely manner. For a student to access their records they are required to submit a request in writing to the RTO Manager.

We will provide, within 48 hours of receiving the written request, a confirmation in writing, and the copy of record will be provided to the student within no more than 5 working days.

FEE ADMINISTRATION AND REFUND POLICY

Purpose

The Australian Academy of Interior Design adheres to the relevant compliance and legislative frameworks such as the Standards for Registered Training Organisations. As such, the Australian Academy of Interior Design will provide transparency in the application and administration of fees and charges including refund and will put in place a fair and reasonable refund process in accordance with Australian consumer laws.

The purpose of this policy is to provide for the appropriate application and administration of fees and handling of client refunds.

Policy Principles

The Australian Academy of Interior Design implements fair and reasonable refund practices and is transparent about the process for fee application and administration.

The Australian Academy of Interior Design will ensure that:

1. prospective students are aware of its fee policies to make informed decisions about enrolment in a course;
2. its fee and refund policy is prominent and accessible to its staff, prospective students, and existing students;
3. it implements and maintains a process for fair and reasonable refund and fees paid; and
4. it provides refunds for fees and charges paid by clients, where training and assessment activities have not been delivered.

Fee Administration Policy Principles

Fee Information

1. The Australian Academy of Interior Design will inform its prospective students and employers (if applicable) of the full and accurate course fees.
2. The Australian Academy of Interior Design will ensure that the fee and refund policy is accessible to its staff, prospective students and existing students. The fee information will include but will not be limited to the following information:
 - a. Breakdown of the course fee (if any)
 - b. Fee and Refund policy
 - c. Incidental fees
 - d. Compulsory fees
 - e. Additional charges or co-contributions
 - f. Methods of fee collection
 - g. Process for recovery of outstanding student fees
3. For any incidental fees that may be applicable, the Australian Academy of Interior Design will inform the prospective student before enrolling that such fees are a charge for an essential good or service and that the student has a choice of acquiring this from a supplier other than Australian Academy of Interior Design.

Fee Administration

1. The Australian Academy of Interior Design will only charge fees for accredited training in accordance with the fee information published and provided to the prospective student and the Fee Administration and Refund policy.
2. The Australian Academy of Interior Design will retain accurate course fee payment, waiver, exemption or refund record for each student.
3. The Australian Academy of Interior Design will require payment prior to commencement of training and will allow participant course fees to be paid on behalf of the student by

their employer or another third party (if applicable).

4. The Australian Academy of Interior Design will apply standard student fees for Fee-for-Service (FFS) students.
5. The Australian Academy of Interior Design will maintain arrangements for the protection of any fees paid in advance in accordance with the current Standards for RTOs.

Fee Payment Arrangements

1. The Australian Academy of Interior Design ensures that its financial practices promote the protection of fees (paid in advance and exceeding \$1,500) made by any student. The Australian Academy of Interior Design will only adhere to the accepted fee protection measure to protect fees in excess of the threshold fee amount of \$1,500 as stated in the current Standards for RTOs.
2. The Australian Academy of Interior Design implements a fee payment plan to ensure students do not pre-pay fees over \$1,500. Schedule of the payment plans are outlined in the student enrolment forms.
3. Fees must be paid in full before certification will be issued.
4. If payment instalments are in place and a payment becomes overdue and remains unpaid for a period in excess of 14 days, the Australian Academy of Interior Design reserves the right to suspend the clients learning or assessments (or both) until all fee payments are up to date.
5. Flexible payment arrangements, such as instalments, credit card, and direct debit, cheques and EFT remittance are acceptable to accommodate the diverse financial situations of clients.

Outstanding Student Fees

1. Non-payment of fees by the due date for continuing enrolments will result in suspension of training. The Australian Academy of Interior Design will notify all parties in writing of the suspension. Once payment has been finalised, parties will be notified of the recommencement of training.
2. The Australian Academy of Interior Design will not issue SOAs or Certificates if training fees are outstanding.
3. The Australian Academy of Interior Design will inform students of its process for the recovery of outstanding student fees prior to enrolment through the Fee Administration and Refund Policy.

Refund Policy Principles

1. Details of the Australian Academy of Interior Design's Refund Policy are publicly available to prospective students and employers (if applicable), staff and existing students and employers (if applicable).
2. The Australian Academy of Interior Design will make students aware of the refund policy prior to enrolment.
3. If a student decides to withdraw from their course within 14 days of first logging in to the student portal, they can request a full and complete refund of course fees paid, by emailing the Academy at info@interiordesignacademy.com.au. No refunds will be issued after 14 days. Please see the student handbook for more details.
4. Refunds for cancellation of enrolments and other conditions are granted based on the refunds table in the annex of this policy.

Annex - Australian Academy of Interior Design Refunds Table

Refund Type	Description	Notification Requirements	Non-refundable fee	Refund
Enrolment cancellation / withdrawal from training within the "refund period"	For all individual units NOT commenced	In writing, within the refund period	N/A	Full refund
Withdrawal from Course beyond the refund period "Withdrawal outside the refund period"	Withdrawal from Training - for all individual units commenced/ attended/ completed from within the qualification / Accredited course	In writing, any day beyond the "refund period"	N/A	No refund
RPL / Credit Transfer	Where recognition of prior learning and/or credit transfer has been granted after enrolment	N/A	N/A	No refund
Course Cancellation	Cancellation of a course by the RTO (for any reason)	N/A	N/A	Full refund
Withdrawal – "not of their own accord"	Where training ceased due to RTO closure	N/A	N/A	Full refund

ADDITIONAL SUPPORT POLICY

Purpose

The Australian Academy of Interior Design is responsible for ensuring the educational and support services it provides meet the needs of the students undertaking the training and assessment.

This policy ensures that the Australian Academy of Interior Design has mechanisms in place to collect, analyse and act on any support requirements that are additional to the provision of standard services. This ensures individual students are provided access to the educational and support services necessary for them to meet the requirements of the training product as specified in training packages or VET accredited courses.

This policy also ensures that the Australian Academy of Interior Design determines the amount of training required in accordance with the requirements of the relevant training package and in consideration of each individual student's existing skills, knowledge and experience with respect to the relevant vocational competency.

Policy Principles

The Australian Academy of Interior Design is responsible for collecting, recording, analysing and acting on additional support information that could adversely impact on a student's ability to undertake and complete a course.

This includes but is not limited to any disability or impairment that restricts access and equity as well as English language, literacy and numeracy

(LLN) information obtained from students prior to enrolment and prior to the commencement of their first unit of competency.

Educational and support services may include, but are not limited to:

1. pre-enrolment materials;
2. language, literacy and numeracy (LLN) programs or referrals to these programs;
3. equipment, resources and/or programs to increase access for students with disabilities and other students in accordance with access and equity;
4. learning resource centres;
5. mediation services or referrals to these services;
6. flexible scheduling and delivery of training and assessment;
7. counselling services or referrals to these services;
8. information and communications technology (ICT) support;
9. digital literacy to ensure students meet the required technological knowledge in order to participate effectively in the course
10. learning materials in alternative formats, for example, in large print;
11. learning and assessment programs contextualised to the workplace;
12. reasonable adjustments for any disability or impairment; and
13. any other services that the RTO considers necessary to support students to achieve competency.

The Australian Academy of Interior Design will abide by the following principles:

Assessment of Need and Identifying Additional Support

1. Each eligible student of the Australian Academy of Interior Design is asked to provide information prior to enrolment to a full qualification or training regarding any additional support requirements. As part of the enrolment process, the student is asked to advise if they are aware of LLN issues, disabilities or impairments that may impact their ability to undertake study in their chosen course.
2. The Australian Academy of Interior Design will conduct an assessment of need prior to enrolment or prior to commencement of training. It will ensure that the assessment of need is undertaken at the earliest possible opportunity and that it manages any identified support needs.
3. The Australian Academy of Interior Design may also identify and act on student support needs at the time of enrolment, and/or any time prior or during the delivery of training. Where applicable, Australian Academy of Interior Design trainers will be monitoring attendance during face-to-face sessions, online training sessions and/or webinars. Students missing critical training sessions will be contacted by the student support team and/or provided with available webinar recordings as needed.
4. It will document the results of the assessment of need and ensure that this is reflected and managed in the student's training records.
5. The Australian Academy of Interior Design's assessment of need involves, but will not be limited to the following:
 - a. eligibility assessment to assess eligibility of student for the course;
 - b. LLN skills assessment to ascertain whether the level of the qualification and proposed learning strategies and materials are

appropriate;

- c. determining the most suitable qualification for the student, based on the student's existing educational attainment and capabilities;
- d. offering RPL to the students when applicable, explain credit transfer obligations and identifying any relevant competencies previously achieved (refer to the RPL Policy);
- e. assessing the need for additional support;
- f. identifying any actions or strategies to be implemented to address identified needs for the student including any adjustment required to the learning program, delivery of learning and materials used for learning to ensure that retention and completion outcomes are improved.

Access to Educational Support Services

1. The Australian Academy of Interior Design ensures individual students are provided access to the educational and support services necessary for them to meet the requirements of the training product as specified in training packages or VET accredited courses.
2. The Australian Academy of Interior Design will ensure that students are made aware of opportunities for recognition before they start training and that adequate information, support and opportunities are provided to students to engage in the Recognition of Prior Learning (RPL) process when applicable. (Refer to the RPL Policy)
3. The Australian Academy of Interior Design will ensure that when additional costs are required to provide additional support, the student will be notified and provided information prior to enrolment.
4. The Australian Academy of Interior Design will inform students prior to enrolment of any limitations to the additional support it can provide, so students can make informed decisions regarding their training.

Provision for Reasonable Adjustment

1. Upon student advice of any disability or impairment that may impact on their studies, the Australian Academy of Interior Design will review the information provided and where necessary, make contact with the student to determine the additional support requirements.
2. The Australian Academy of Interior Design will arrange for reasonable adjustment to be applied to training or assessment tasks where it is appropriate. It will ensure that the reasonable adjustment applied does not impact the integrity of the training package requirement. (See the Training and Assessment Policy)

Language Literacy and Numeracy (LLN)

The language, literacy and numeracy assessment is part of Australian Academy of Interior Design's initial skills and upfront needs assessment process. LLN assessment will help to ensure that prospective students have the minimum levels to access the vocational course of their choice.

LLN Assessment

The Australian Academy of Interior Design uses evidence collected during the pre-enrolment process to review and assess each student's training needs, relevant current competencies, Language, Literacy and Numeracy skills and eligibility for recognition of prior learning (RPL). Information gathered through this form will be used to facilitate provision of additional support required in areas such as language, literacy and learning and assessment, whilst ensuring that students receive the maximum outcomes and benefits from the training, in relation to set learning objectives, career opportunities and skill level.

When the LLN assessment outcome identifies that the student does not have adequate language, literacy and numeracy levels for their chosen course, the course advisor will:

1. explain to the student the challenges that will be encountered in completing the course with their LLN level;
2. provide information on where they can obtain assistance with their LLN issue; and
3. offer other options and pathways for training.

Disability and Impairment

1. The Course Advisor will advise the Senior Academic Administrator in writing of any identified disability or impairment that may impact the studies of the student. The Senior Academic Administrator will log this information in the Additional Support Register for further review by the Quality Assurance team. This team is responsible for reviewing the information with the trainer and where necessary making contact with the student to determine any further additional support requirements. The support will vary depending on the individual needs of the student.
2. The Australian Academy of Interior Design may arrange for reasonable adjustment to be applied where it is appropriate to the assessment and does not impact the integrity of the training package requirements. (See Training and Assessment Policy)
3. The Australian Academy of Interior Design will endeavour to work with the student to determine and provide reasonable access to training facilities, materials and resources to allow them to undertake their studies.
4. Where appropriate, the Australian Academy of Interior Design will seek external assistance to ensure additional support services are available.

Access and Equity

The Australian Academy of Interior Design does not discriminate against any student enrolling or engaging in any course. Its aim is to advise students as much as possible on how they can attain support with any additional support requirements and how it will be able to support them (including limitations of support). Ultimately, it is the choice of student as to whether or not they wish to proceed with their enrolment.

Records Management

1. The Australian Academy of Interior Design will document the assessment of need for each student in their student record.
2. The Australian Academy of Interior Design will retain all documents and reports pertaining to a student's individual record following enrolment.

Annex A: LLN Support Services

Students with LLN issues may be referred to the following services to discuss any additional LLN support services available to them:

1. **Reading Writing Hotline**
Phone: 1300 655 506
<http://readingwritinghotline.edu.au>
2. **Australian Council for Adult Literacy (ACAL)**
Phone: (03) 9546 6892
<https://acal.edu.au/>
3. **Victorian Adult Literacy and Basic Education Council (VALBEC)**
Phone: 1300 655 506
<https://valbec.org.au/>
4. **Resources for people teaching or tutoring adult literacy**
[Literacy Face to Face Resource](#)



COMPLAINTS AND APPEALS POLICY

Purpose

The Australian Academy of Interior Design is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations. This policy provides the framework and general principles for complaints and appeals to the Australian Academy of Interior Design.

This policy is based on providing and maintaining training services that are fair and reasonable and afford a forum where issues or inadequacies can be resolved. The Australian Academy of Interior Design process provides adequate opportunity for complaints and appeals to be forwarded to the Academy's management team for resolution in a timely, confidential, and sensitive manner. The Australian Academy of Interior Design will ensure that the principles of natural justice and procedural fairness will be adhered to throughout the hearing of all complaints and appeals.

The objective of this policy is to ensure that Australian Academy of Interior Design staff always act in a professional manner. This policy provides learners with a clear process to register a complaint. It ensures all parties involved are kept informed of the resulting actions and outcomes.

Scope

The Australian Academy of Interior Design acknowledges the student's right to lodge a complaint or appeal when they are dissatisfied with the training and/or assessment services and experiences that they have been provided by the the Australian Academy of Interior Design.

The Australian Academy of Interior Design ensures that learners have access to a fair and equitable process for expressing complaints and appeals, and that the Australian Academy

of Interior Design will manage the complaint by implementing principles of natural justice and procedural fairness.

With this, the Australian Academy of Interior Design ensures that:

1. it has a procedure for collecting and managing complaints and appeals in a constructive, timely, confidential and sensitive manner;
2. these procedures are communicated to all staff, contractors, third party partners and students;
3. each complaint and appeal and its outcome is recorded in writing;
4. complainants and appellants are given written statements or communication of the appeal or complaints handling outcomes, including decisions and reasons for the decisions;
5. outcomes of complaints and appeals are utilised to review current practices which may potentially lead to continuous improvement initiatives to mitigate the likelihood of the complaints and appeals.

Policy and Principles

Complaints and Appeals Policy:

1. Details concerning the scope of the Australian Academy of Interior Design Complaints and Appeals Policy are to be clearly displayed throughout the Australian Academy of Interior Design and contained within the Student Handbook, Staff Handbook and Website.
2. Complaints and appeals are treated seriously and dealt with promptly, impartially, sensitively and in confidence.
3. Complaints and appeals will be resolved on an individual case basis and as the needs arise.

Continued 

4. All Australian Academy of Interior Design students have the right to express a concern or problem and/or lodge a formal complaint if they are dissatisfied with the training and assessment services they have been provided, including through a third party (if applicable) or the behavioural conduct of another learner at the Australian Academy of Interior Design.
5. The Australian Academy of Interior Design supports the right of a student to lodge an appeal against any assessment decision and will not impair that right in any way. The Australian Academy of Interior Design will do everything possible to address the appeal in an unbiased and professional manner.
6. The handling of a complaint or appeal is to commence within 10 working days of the lodgement of the complaint or appeal and all reasonable measures are taken to finalise the process as soon as practicable.
7. All complaints and appeals are acknowledged in writing and finalised as soon as practicable. The Australian Academy of Interior Design will aim to complete the complaints process as quickly as possible and within a total of 30 calendar days. The Australian Academy of Interior Design will keep the learner informed of the progress of the complaint throughout the process by phone communication, email correspondence or face-to-face meeting.
8. If the complaint takes more than 30 calendar days to finalise, the Australian Academy of Interior Design will inform the complainant in writing providing the reasons why more than 30 calendar days are required.
9. All complaints will be recorded in the Australian Academy of Interior Design Complaints and Appeals Register and on the student record in the Student Management System. These records including the outcomes will be secured and maintained by the Australian Academy of Interior Design.
10. No Australian Academy of Interior Design staff member shall disclose information to any person without the permission of the

Chief Executive Officer. A decision to release information to third parties can only be made after the complainant has given permission for this to occur.

Types of Complaints

A complaint or grievance may include allegations involving the conduct of:

1. the RTO, its trainers and assessors or other staff members.
2. a third-party providing services on behalf of the Australian Academy of Interior Design; or
3. a student of Australian Academy of Interior Design.

Grounds for Appeal

Valid grounds for an appeal against an assessment decision (where the learner feels the assessment decision is incorrect) could include the following:

1. the judgement as to whether competency has been achieved and demonstrated was made incorrectly;
2. the judgement was not made in accordance with the assessment plan;
3. alleged bias of the assessor;
4. alleged lack of competence of the assessor;
5. alleged wrong information from the assessor regarding the assessment process;
6. alleged inappropriate assessment process for the particular competency;
7. faulty or inappropriate equipment; and/or
8. inappropriate conditions.

Note: the complainant will be required to justify, at the time of appeal, why they are appealing the judgement of the academic assessment.

Appeal Outcomes

1. Appeal is upheld; in this event the following options will be available:
 - a. The Australian Academy of Interior Design assessment will be re-assessed, potentially by another assessor.
 - b. Appropriate recognition will be granted.

- c. A new assessment shall be conducted / arranged.
- 2. Appeal is rejected / not upheld; in accordance with the Australian Academy of Interior Design assessment policy, the learner will be required to:
 - a. undertake further training or experience prior to further assessment; or
 - b. re-submit further evidence; or
 - c. submit / undertake a new assessment

Complaints and Appeals Process

1. The Australian Academy of Interior Design adopts the principles of natural justice and procedural fairness at every stage of the complaints and appeals process. The Australian Academy of Interior Design handles and manages all complaints and appeals in accordance with the Complaints Handling Process and Appeals Procedure document.
2. Students are provided with a clear process to follow to lodge a complaint or an appeal. All parties involved will be kept informed of the resulting actions and outcomes.
3. If a student has a complaint, they are encouraged to speak immediately with the trainer / assessor to resolve the issue. If the complainant is not satisfied that the issue has been resolved, they can lodge a formal complaint via email at complaintsinteriordesignacademy.com.au.
4. The complaint resolution procedure is based on the understanding that no action will be taken without consulting the complainant and respondent, using a process of discussion, cooperation and conciliation. The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process, including the conduct of separate interviews initially.
5. In the interest of confidentiality, the number of people involved in the resolution process will be kept to a minimum. All complaints will be handled by staff-in-confidence and will not affect or bias the progress of the learner

in any current or future training.

6. Final decisions will be made by the Chief Executive Officer of Australian Academy of Interior Design or an independent party to the complainant.
7. If the complaints process fails to resolve the complaint or the complainant is not satisfied with the outcome of the complaint, the matter will be referred to an independent third party for review, at the request of the complainant. The complainant will be advised of all costs incurred by the third-party review.
8. The Australian Academy of Interior Design reserves the right to nominate or agree to the independent party and will cooperate fully with the independent third-party review.

Consumer Protection Officer

At the Australian Academy of Interior Design, the Student Service Team Leader will be appointed the Consumer Protection Officer. The Consumer Protection Officer will be the primary point of contact for all complaints and appeals.

The Student Service Team Leader may delegate responsibility for the resolution of the complaint and appeal if necessary. The Australian Academy of Interior Design will ensure that its staff and those acting on its behalf in accordance with the Australian Academy of Interior Design's Code of Conduct.



PRIVACY POLICY

Purpose

The Australian Academy of Interior Design is committed to maintaining the privacy of personal information provided by staff and students in accordance with the requirements of the 'Standards for Registered Training Organisations' and Australian [Privacy Principles](#) of the Commonwealth Privacy Act 1988.

Policy Principles

This Policy will be made publicly available.

The Australian Academy of Interior Design is committed to the Australian Privacy Legislation and this policy describes how it will comply with the:

1. Commonwealth Privacy Act 1988,
2. Privacy Amendment (Enhancing Privacy Protection) Act 2012,
3. Data Provision Requirements 2012
4. Standards for RTOs
5. Student Identifiers Act 2014
6. and Australian Privacy Principles (APP)

Data Collection on Website:

1. The Australian Academy of Interior Design lawfully collects personal information that is necessary both for appropriate marketing and promotional information sent to potential students, and the marketing and promotion of products and services of third parties elected by the Australian Academy of Interior Design for the purpose disclosed at the time of collection and other purposes set out in this Privacy Policy.
2. By providing the limited personal information on the Australian Academy of Interior Design website, any other website promoting our products and services, or through other means, students and potential customers agree to allow the Australian Academy of Interior Design and other third parties elected by the Australian Academy of Interior Design

to send out marketing materials including, but not limited to their promotions and special offers, product information, information about services, newsletters, and other forms of communication from time to time.

3. We will disclose basic information that we gather about our staff or students only to third parties that we deem to have products and services that may be relevant to them. We use the information collected only for the services we provide and the third parties we elect. Email addresses, phone numbers, product enquiry information, and first and last names may be shared with a third party elected by the Australian Academy of Interior Design; however no other staff or student information is shared with another organisation unless required by Commonwealth and State Government authorities and agencies.
4. If staff or student information is required or requested by any third party outside of those which the Australian Academy of Interior Design elects, we will obtain written consent from the relevant staff or student prior to release of any information. Should staff or students seek access to their information, they will be asked to supply their name, date of birth and address as identification before this can occur.

Data Collection to Provide Training and Assessment Services:

1. In order to provide training and assessment services, the Australian Academy of Interior Design lawfully collects personal information from students that is necessary for statistical, administrative, regulatory and research purposes.
2. Under the Data Provision Requirements 2012, the Australian Academy of Interior Design is required to disclose this personal information to the National Centre for Vocational Education Research Ltd (NCVER), and to Commonwealth and State or Territory government departments and authorised agencies.
3. Information collected may include, but is not limited to:
 - a. Full name
 - b. Address
 - c. Contact details (telephone and email)
 - d. Date of Birth
 - e. Gender
 - f. Cultural Background
 - g. Country of birth
 - h. Language spoken at home
 - i. Disability information
 - j. Highest schooling completed
 - k. Other qualifications completed
 - l. Current employment status
 - m. Study reasons
 - n. Unique Student Identifier (USI)
4. The Australian Academy of Interior Design will only collect personal information by fair and lawful means.
5. The enrolment form completed by students contains a disclaimer outlining why the personal information is collected and how it is to be used. Students are required to sign the disclaimer as their agreement to the use of their personal information.

Unique Student Identifier (USI)

1. In the instances when the Australian Academy of Interior Design applies for USIs on behalf of students, authorisation from students must be received prior.
2. In accordance with section 11 of the Student Identifiers Act 2014, the Australian Academy of Interior Design will securely destroy personal information which we collect from individuals solely for the purpose of applying for a USI on their behalf as soon as practicable after we have made the application or the information is no longer needed for that purpose, unless we have been required by or under a law to retain this information.
3. Under Standard 3.6 (d) of this Act, we are required to ensure the security of the USI and all related documentation under our control, including information stored in our student management systems.

Unsolicited Information

1. Unsolicited information received by the Australian Academy of Interior Design is afforded the same privacy protection as solicited personal information.
2. If unsolicited information is received by the Australian Academy of Interior Design and takes initiative to determine whether it could have collected the information through its various data collection channels. If received information is identified as deliberately obtained by the Australian Academy of Interior Design, it will, in the handling of the information, comply to the principles of this document and the relevant legislations on data privacy.

Information identified as not solicited by the Australian Academy of Interior Design will be destroyed or de-identified as soon as practicable, provided such actions are lawful and reasonable, and the information is not contained in a Commonwealth record.

Use and Disclosure

1. By providing personal information to the Australian Academy of Interior Design on the website, any other website promoting our products and services, or through other means, students and potential customers agree to allow the Australian Academy of Interior Design and other third parties elected by the Australian Academy of Interior Design to send out marketing materials including, but not limited to their promotions and special offers, product information, information about services, newsletters, and other forms communication from time to time.
2. Individuals are notified every time the Australian Academy of Interior Design obtains information. Notification may be done prior to the respective channel/s, such as the website or fill-out forms, where the individual discloses relevant information prior to or immediately after data collection. The individual may opt to refuse the request for personal information through the channel where information is being obtained.
3. The Australian Academy of Interior Design will inform the individual whether information provided may be used for domestic or international audiences. Where the Australian Academy of Interior Design identifies that information may be used for cross-border or international purposes:
 - a. The Australian Academy of Interior Design assumes responsibility for its elected international or cross-border recipients. They are bound by the same legislations, and principles as stipulated in this document. As such, any breach of the Australian Privacy Policy by international recipients is taken to be a breach of the Australian Privacy Policy by Australian Academy of Interior Design.
 - b. Prior to disclosing personal information to an overseas recipient, the Australian Academy of Interior Design will inform the individual of the location of these overseas recipients.
- c. The Australian Academy of Interior Design will follow reasonable steps to ensure that the recipient does not breach the Australian Privacy Principles and the stipulations of this policy.
- d. The Australian Academy of Interior Design may choose not to apply the provisions of the cross-border disclosure following consent from the individual.
- e. Regardless of Australian Academy of Interior Design or the individual's (i.e. student / potential students) discretion, cross-border disclosure is imposed if required by Australian law, or a court/tribunal order.
4. The Australian Academy of Interior Design uses the limited information collected for either marketing and promoting our products and services, or marketing and promotion of the products and services of third parties elected by the Australian Academy of Interior Design for the purpose disclosed at the time of collection and other purposes as set out in this Privacy Policy, the Australian Academy of Interior Design will not use personal information for any other purpose without first seeking consent, unless authorised or required by law. Generally, the Australian Academy of Interior Design will only use and disclose personal information:
 - a. To establish and maintain the relationship with the Australian Academy of Interior Design.
 - b. To promote and market its products and services.
 - c. To provide the products and services requested from the Australian Academy of Interior Design and other learning providers in which you enrol or apply to enrol.

Continued 

- d. To promote and market the products and services of third parties elected by the Australian Academy of Interior Design that may have products and services of interest to students and potential customers.
 - e. To administer and manage those products and services.
 - f. To comply with Commonwealth and State Government laws and regulations.
 - g. To report to National Registering Bodies in relation to training services provided.
 - h. The Australian Academy of Interior Design will only use or disclose personal information for direct marketing purposes where the individual has either consented to their personal information being used for direct marketing or has a reasonable expectation that their personal information will be used for this purpose, and conditions relating to opt-out mechanisms are met.
5. Access to student personal information beyond that shared with third parties for promotional purposes (email addresses, phone numbers, products, product enquiry information and first and last names) is available on application through the Student Services Team of the Australian Academy of Interior Design. Access to personal information will be controlled at all times. A person requesting any information will be accompanied for the entire time they are in possession of their personal information by the Student Services Team of the Australian Academy of Interior Design.
6. Students have the option to request no further contact from the Australian Academy of Interior Design or one of the Australian Academy of Interior Design elected third parties by clicking the “UNSUBSCRIBE” link provided on emails received.
7. Where the potential student / student prefers anonymity, we permit an individual to interact with the Australian Academy of Interior Design without identifying themselves or by using a pseudonym. Exceptions apply, however, in situations where anonymous interaction may be deemed as impracticable. In such cases, the Australian Academy of Interior Design will inform the individual that, for purposes of clarity, accuracy and the like, communication may be resumed in more exclusive channels, such as emails, SMS, telephone, or whichever the individual finds suitable.
- ### Agents, Contractors and Other Third Parties
- Our agents, contractors and other third parties, who require personal information to provide a legitimate service, are also bound by these terms of privacy to ensure that student’s personal information remains protected at all times.
- ### Use of Internet
- The internet may be used to transmit students’ personal information from delivery sites to other sites and to state/federal registering bodies. Security of data transmitted to state and federal registering bodies is managed by the respective bodies and we have taken all reasonable steps to protect and secure personal information when using the internet.
- ### Data Quality
- We will ensure that personal information is accurate, complete and up-to-date. Students are encouraged to help us keep their personal information accurate, complete and up-to-date by contacting and informing us of any changes.

Agents, Contractors and Other Third Parties

Our agents, contractors and other third parties, who require personal information to provide a legitimate service, are also bound by these terms of privacy to ensure that student's personal information remains protected at all times.

Use of Internet

The internet may be used to transmit students' personal information from delivery sites to other sites and to state/federal registering bodies. Security of data transmitted to state and federal registering bodies is managed by the respective bodies and we have taken all reasonable steps to protect and secure personal information when using the internet.

Data Quality

We will ensure that personal information is accurate, complete and up-to-date. Students are encouraged to help us keep their personal information accurate, complete and up-to-date by contacting and informing us of any changes.

Access to Records

1. All students who have provided a verified USI (unless exempt), and whose results have been reported into the national VET provider collection, will be able to access their records through the USI system (for units and awards obtained after 1 January 2015). If a student's achievements have not been recorded through the USI system, they may access their records through a written request with the Australian Academy of Interior Design's Student Services Team.
2. The Australian Academy of Interior Design will not disclose information that we gather about our student to any third party (apart from those exceptions previously stated.)
3. If student information is requested by a third party, we will require authority from the relevant student prior to release of any information. Students will be asked to supply their name, date of birth and address as identification before this authority can be given. This authority will be kept on the Student Profile for as long as the student endorses it.
4. Should staff or students seek access to their information, they will be asked to supply their name, date of birth and address as identification before this can occur. Access to student personal information is available on application through the Administration Team of the Australian Academy of Interior Design. Access to personal information will be controlled at all times.

Correction of Records

The Australian Academy of Interior Design follows reasonable steps to correct information, without additional charge and within 10 business days of request, to ensure that information held serves its purpose, that it is accurate, up-to-date, complete, relevant and not misleading. The Australian Academy of Interior Design may initiate amendment of personal information held if:

1. The Australian Academy of Interior Design is satisfied that the information held is inaccurate, out-of-date, incomplete, irrelevant or misleading.
2. The individual to whom the personal information relates requests the organisation to correct the information.

If the Australian Academy of Interior Design corrects personal information about an individual that it has previously disclosed to another APP entity, the Australian Academy of Interior Design will take reasonable steps to notify the other APP entity of the correction, where that notification is requested by the individual, it will likewise notify other entities.

Where the Australian Academy of Interior Design refuses to correct personal information of an individual, the Australian Academy of Interior Design will send a written notice to the individual requesting the amendment, indicating the reason for refusal, the mechanism available to complain about the refusal and any other matter prescribed by regulation.

The Australian Academy of Interior Design will likewise indicate in its records that the information held is inaccurate, out-of-date, incomplete, incomplete, irrelevant or misleading in a way that is apparent to the users of the information.

Records Retention of Student Data

1. The Australian Academy of Interior Design will retain sufficient data to be able to reissue a qualification or statement of attainment for a student for 30 years.
2. If the Australian Academy of Interior Design ceases being an RTO, we will provide this information to ASQA in digital form.

Privacy Concerns

Students can raise any concern they may have regarding personal information handling practices by contacting our administration staff.

CODE OF PRACTICE

04

I. Preamble

The Australian Academy of Interior Design (AAID) is owned and operated by Further Learning Australia Pty Ltd (a Registered Training Organisation) RTO Code 46046, enabling us to offer the nationally accredited MSF50222 - Diploma of Interior Design. This Vocational Education and Training (VET) Accredited course is regulated by the Australian Skills Quality Authority (ASQA).

Further Learning Australia Pty Ltd. is committed to ensuring the continued high standing of Australian education and therefore aims to be a provider of Australian education and training services.

- All training and assessment will be conducted in a manner that supports these objectives so that the potential benefits to all participants are realised.
- In gaining this registration, AAID is committed to understanding the Commonwealth and State Government's policies and procedures.

II. Provider of Education and Delivery/Assessment of Training Services

- AAID has adopted policies and management practices which maintain high professional standards in the delivery and assessment of education and training services, and which safeguard the educational interest and welfare of participants.
- AAID will maintain an online learning environment that is conducive to the success of all participants.
- Participants enrolled on registered courses will be monitored individually in the areas of their assessed performance and course progress.
- AAID will only employ suitably qualified trainers and assessors who are sensitive to the needs of the participants being taught and will provide for further training of such staff as required.
- Assessment procedures adopted by AAID

are of a high standard, meeting the National Assessment Principles.

III. Marketing of Education and Training Services

- AAID will market their educational products and services with integrity and accuracy; avoiding vague and ambiguous clauses, and with due regard to the reputation of Australian education and training. In the provision of information, no false or misleading comparisons will be drawn with any other provider or course.
- AAID will market their services in consistency with the education, cultural and regulatory systems of the Australian market and will not detract from the reputation and interests of other Australian institutions.

IV. Financial Standards

- AAID will safeguard funds paid by any students.
- AAID will make a refund to the student in accordance with relevant Commonwealth or State legislation, if unable to deliver agreed services.
- There is proper documentation of the contractual and financial relationship between the student and AAID, and AAID will make available to the student copies of this documentation.

V. Participant Information

- AAID will supply accurate and current information to enable a person unfamiliar with the Australian education and training system and living conditions to make an informed decision about the appropriateness of AAID and its courses to the student's needs.

Continued 

- AAID will supply accurate and current information to students and prospective students on all relevant matters. This will include but not be limited to detailed and realistic estimates of costs; academic programs; flexible programs; Australian recognition given to qualifications(s) offered; withdrawal arrangements; termination of tuition; credit transfer; refund entitlements including instances where the provider defaults; and details of facilities and equipment.
- AAID will review regularly all information provided to students/clients to ensure its accuracy and relevance.

VI. Client Recruitment and Placement

- Recruitment of students will be conducted at all times in an ethical and responsible manner. Offers of course placement will be based on an assessment of the extent to which the qualification, proficiencies and aspirations of the applicant are matched by the educational opportunity offered. Proficiency in English will also be assessed. AAID will ensure that the assessment of the educational background of intending staffs is undertaken by suitably qualified staff and provide for the additional training of such staff, as appropriate.

VII. Student Support Services

- AAID will be sensitive to all issues and meet the special needs of students as required, especially those with language, literacy or numeracy difficulties. These services will include mentoring, counselling, and concurrent assistance.
- AAID ensures that students have access to a fair and equitable process for dealing with grievances.
- AAID ensures that an appeals process is in place should the student/assessee not be happy with an assessment outcome.

Record Keeping Procedures

- AAID issues AQF qualifications and maintains supporting records with integrity and respect of privacy. Records are accessible to current and past learners. Electronic records of certificate register and student records management data are retained for 30 years. Paper-based records are retained for at least 1 year from completion.

Legislative and Regulatory Requirement

AAID is subject to legislation related to training services as well as to general business practice. The legislation governs our obligation as an RTO, our obligations to consumers, and to the industry in which we deliver our training and assessment services. AAID staff are made aware of the legislation and of changes as they occur. The legislation and regulatory requirement that particularly impacts on consumer protection include:

National:

- Australian Consumer Law - the national law for fair trading and consumer protection which is administered and enforced jointly by the Australian Competition and Consumer Commission (ACCC) and the State and Territory consumer protection agencies.
- Competition and Consumer Act 2010 - a series of laws and organisations designed to ensure the rights of consumers as well as fair trade, competition and accurate information in the marketplace
- Privacy Act 1988 and Australian Privacy Principles (2014)
- Standards for Registered Training Organisations 2025
- National Vocational Education and Training Regulator Instrument 2025

NSW:

- Anti-Discrimination Act 1977
- Privacy and Personal Information Protection Act 1998

- Smart and Skilled Contract
- NSW Quality Framework

Procedures

AAID ensures all its marketing activities only provide factual and accurate information to consumers about AAID and gives a full disclosure of the services that are on offer and the corresponding fees. AAID's advertising and marketing do not include any inducements and do not provide its consumers guarantee of successful completion outcome regardless of them not achieving competency. We do not guarantee that a course can be completed in a manner inconsistent with the Training Package requirement. We do not commit that completing a course will lead to an employment outcome if this cannot be guaranteed.

AAID provides you with this Student Handbook which reiterates your rights and obligations as well as the obligations of AAID. To ensure that consumers have full understanding of our processes, consumers are provided with an overview in this Handbook before enrolling into an AAID qualification.

During the enrolment process, consumers are made aware of AAID's privacy policy. The privacy policy is noted on our enrolment form, in this Handbook and on our website. The policy includes information on how we use the consumers' personal data and how consumers can access and correct your personal information held by AAID. AAID only collects personal information by fair and lawful means which is necessary for the functions of AAID and is committed to ensuring the confidentiality and security of information provided by consumers, please refer to AAID's Privacy Policy and Procedure.

LEGISLATIVE AND REGULATORY REQUIREMENTS

When undertaking work experience, the student acknowledges that they must observe the employers Workplace Health and Safety (WHS) Policies and all workplace practices, as instructed by the employer, including Equal Rights, Equal Opportunity and the Anti-Discrimination Acts. In consideration of all AAID students, it is important that adherence to all legislative acts and regulations are observed while undertaking training.

The student acknowledges that they must observe AAID's policies and procedures, according to State and Federal Government legislative and regulatory requirements, as set out in this Student Handbook.

I. Statutory Education License

Provisions under Part VB of The Copyright Act 1968 allow all educational institutions to copy and communicate third party material to distribute to students, within the limitations of the Statutory Education license. The Copyright Agency Ltd (CAL) administers the Statutory Education license on behalf of the Attorney General's Department.

Any RTO electing to rely on this license is legally allowed to introduce a wide variety of material into its training environment, both in hard copy and digital format, without having to obtain direct permission from the owner. It facilitates compliance and good governance across the industry, while at the same time ensuring the freedom and flexibility of sharing information without infringing copyright legislation.

Without this license an educational institution is generally not allowed to reproduce any third-party material from any source, other than where there is a direct license/subscription in place, or permission has been granted by the creator of the work.

For further details about the Statutory Education license and/or how to apply, call CAL's education team on 02 9394 7600 or email educationlicenses@copyright.com.au.

II. Standards for Registered Training Organisations 2025

The Standards for Registered Training Organisations 2025 form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications. These Standards set out the requirements that Further Learning Australia Pty Ltd is required to meet in order to be an RTO.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011 or equivalent legislation covering VET regulation in a non-referring State as the case requires
- VET Quality Framework

Note:

The National Vocational Education and Training Regulator Act 2011, or equivalent legislation covering VET regulation in a non-referring State, provides the VET Regulator with the powers necessary to carry out its functions. Nothing in these Standards may be read as limiting or diminishing those powers.

These Standards should be read in conjunction with the:

- Standards for Training Packages
- Standards for VET Accredited Courses
- Standards for VET Regulators

All employees, including contractors, of Further Learning Australia Pty Ltd are required to comply with the regulatory requirements of these standards across AAID's operations and scope of registration. Compliance with the Standards includes ensuring that training products delivered by AAID meet the requirements of training packages or VET accredited courses and have integrity for employment and further study and ensure

that AAID operates ethically with due consideration of learners' and enterprises' needs.

III. National Vocational Education and Training Regulator Act 2011

The National Vocational Education and Training Regulator Act establishes the regulatory requirements for registration of a RTO's. The objectives of this act are:

- a) to provide for national consistency in the regulation of vocational education and training (VET); and
- b) to regulate VET using:
 - i. a standards-based quality framework; and
 - ii. risk assessments, where appropriate; and
- c) to protect and enhance:
 - i. quality, flexibility and innovation in VET; and
 - ii. Australia's reputation for VET nationally and internationally; and
- d) to provide a regulatory framework that encourages and promotes a VET system that is appropriate to meet Australia's social and economic needs for a highly educated and skilled population; and
- e) to protect students undertaking, or proposing to undertake, Australian VET by ensuring the provision of quality VET; and
- f) to facilitate access to accurate information relating to the quality of VET.

Note 1: The standards-based quality framework mentioned in paragraph (b) consists of instruments made by the Ministerial Council, the Minister or the National VET Regulator.

Note 2: These objects are subject to the constitutional basis for this Act (see Division 3).

IV. Australian Qualifications Framework (AQF)

Applicants and RTOs are required to comply with the Australian Qualifications Framework (AQF), in particular when developing materials or writing Training and Assessment Strategies. The AQF is the quality assured national framework of qualifications in the school, vocational education and training, and higher education sectors in Australia. The AQF Handbook outlines the requirements for setting up Certificates and Testamurs.

V. Data Provision Requirements 2012

The Data Provision Requirements 2012 outline the requirements for applicants and registered training organisations (RTOs) to capture and provide data to the regulatory body.

The data required relates to registration and performance information, including quality indicator data and information derived from the Australian Vocational Education and Training Management of Information Statistical Standard (AVETMISS).

The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET providers is a national data standard for VET providers that ensures the consistent and accurate capture of VET information about students, their courses, units of activity, and qualifications completed. It provides the mechanism for national reporting of the VET system.

For a copy of the AVETMIS Standard go to <http://www.ncver.edu.au> and select Statistical Standards – VET Providers.

(Note: AVETMISS is revised from time to time to maintain relevance and appropriateness. The current version can be accessed from the NCVER website (above).

The Data Provision Requirements require relevant applicants and RTOs to show that they

have adequate systems to capture and report on this data against the agreed quality indicators.

VI. Privacy Protection Act 2012 & Privacy Act 1988

AAID respects the importance of securing any form of personal information which is collected from the student (s) and/or other Stakeholders. AAID promotes and conducts the following policy in accordance with the privacy Amendment (enhancing Privacy Protection) Act 2012, which amends the Privacy Act 1988.

Australian Privacy Principle 1 – Open and transparent management of personal information

Types of information which will be collected and where it is held

AAID collects information for training purposes and compliance against NVR standards to ensure quality service is given to its students in an open and transparent way.

The information collected and stored in AAID's AVETMISS database includes;

- Student Name
- Age, sex
- Contact information
- Record progress

How information is gathered

This information is collected for statistical purposes by the Government & regulating bodies. How AAID gathers such information through the AVETMISS data collected on the enrolment form and the Q1 AQTF feedback form.

Australian Privacy Principle 2 – Anonymity and Pseudonymity

Should the student and/or stakeholder choose to remain anonymous or use a pseudonym the individual has the right when it is lawful and practicable to do so.

Continued 

In the case of enrolling into a nationally recognised qualification, all students must use the identity details on their photo ID which will be verified by AAID.

Australian Privacy Principle 3 – Collection of solicited personal information

Personal information other than sensitive information

AAID will only collect personal information that is reasonably necessary for one or more of their functions or activities.

Sensitive information

Sensitive information in which AAID may collect and/or solicit, would be for lawful means as authorised by or under an Australian Law or a court/tribunal order. Should sensitive information related to the students' health and safety, AAID may collect this information with the consent of the individual or authorised by or under Australian Law.

Australian Privacy Principle 4 – Dealing with unsolicited personal information

Should AAID receive personal information although not solicited such information, they will determine as soon as practicable and lawful to do so, destroy the information or ensure the information is de-identified.

AAID will also, within a reasonable period after receiving the information, determine whether or not it could have been collected under APP 3.

Australian Privacy Principle 5 – Notification of the collection of personal information

At or before the time, or if that is not practicable as soon as practicable after, AAID collects personal information about an individual, such steps will be taken to inform the individual:

- The identity of AAID and contact details
- If AAID collects or has collected personal details from someone other than the individual
- If the collection of personal information is required or authorised by or under an Australian law or a court/tribunal order.
- The purpose for which AAID has collected the information.
- The consequences (if any) for the individual if all or some of the personal information is not collected by AAID.
- To whom AAID discloses the personal information.
- How the individual may access the personal information and seek correction of such information.
- Please refer to our Privacy Policy.
- How the individual may complain due to any form of breach.
- Please refer to the Complaints and Appeals Policies & Procedures

Australian Privacy Principle 6 – Use or disclosure of personal information

AAID will communicate to its staff that disclosure of personal information for another purpose such as direct marketing, public relations and relationship building is prohibited unless the individual has consented to the use of disclosing information.

Where State or Commonwealth funding supports training, we are obliged to submit personal and progress details for research, statistical analysis, program evaluation, post-completion survey and internal management purposes.

Australian Privacy Principle 7 – Direct marketing

AAID will not use or disclose personal information for the purpose of direct marketing as outlined in APP 6 unless consent is provided by the individual.

This includes sharing personal details with another organisation unless it is a government department.

Australian Privacy Principle 8 – Cross border disclosure of personal information

AAID will only transfer personal information to an individual or someone overseas if;

- The receipt of the information is the subject of law.
- AAID believes that the disclosure of the information is reasonably necessary for one or more enforcement activities.

Australian Privacy Principle 9 – Adoption, use or disclosure of government related identifiers

AAID must not adopt a government related identifier of an individual as its own identifier of the individual unless required or authorised by or under an Australian law or a court/tribunal order; if:

- The identifier is prescribed by the regulations
- The organisation is prescribed by the regulations
- The adoption, use or disclosure occurs in the circumstances prescribed by the regulations

In the case of the Unique Student Identifier (USI) all students will be required to produce this number prior to enrolment.

Australian Privacy Principle 10 – Quality of personal information

All personal information collected by AAID must be accurate, up to date, complete and relevant.

Australian Privacy Principle 11 – Security of personal information

AAID must ensure that personal information is protected from misuse, interference and loss from unauthorised access, modification or disclosure. To ensure this, all data is collected and stored on the student management system with limited access to authorised personnel only.

Australian Privacy Principle 12 – Access to personal information

All students have the right to access information on request that falls within the definition of personal information. Should the information be withheld from the individual, AAID should provide a reason why access will not be granted, in accordance with the law.

Insurance

AAID maintains public liability Insurance throughout its registration with adequate cover suitable for AAID's size and scope of registration, which is generally set as \$5,000,000

The CEO is responsible for ensuring that sufficient cover is in place to cover the usual risks associated with the operations of an RTO including coverage for training and assessment activities. Other insurances relevant to AAID's operations may include:

- Professional indemnity, workers compensation (as required)
- Building and contents (where appropriate)
- Voluntary Workers cover (where appropriate)

Workplace Health and Safety Act 2011

AAID is committed to providing and maintaining a safe and healthy environment for the benefit of all students, visitors and employees.

Continued 

AAID monitors and maintains the appropriate Workplace Health and Safety levels and obligations under the Federal and State rules and regulations of the VIC Occupational Health and Safety Act 2004. If students have any concerns or notice a condition or practice that seems unsafe, it is important that it is brought to the attention of AAID management this generally occurs through the Trainer / Assessor.

According to Division 2, Section 19 - Primary duty of care:

A)	<p>A person conducting a business or undertaking must ensure, so far as is reasonably practicable, the health and safety of:</p> <ul style="list-style-type: none"> workers engaged, or caused to be engaged by the person, and workers whose activities in carrying out work are influenced or directed by the person, while the workers are at work in the business or undertaking.
B)	<p>A person conducting a business or undertaking must ensure, so far as is reasonably practicable, that the health and safety of other persons is not put at risk from work carried out as part of the conduct of the business or undertaking.</p>
C)	<p>Without limiting subsections (1) and (2), a person conducting a business or undertaking must ensure, so far as is reasonably practicable:</p> <ul style="list-style-type: none"> the provision and maintenance of a work environment without risks to health and safety, and the provision and maintenance of safe plant and structures, and

-	<ul style="list-style-type: none"> the provision and maintenance of safe systems of work, and the safe use, handling, and storage of plant, structures and substances, and the provision of adequate facilities for the welfare at work of workers in carrying out work for the business or undertaking, including ensuring access to those facilities, and the provision of any information, training, instruction or supervision that is necessary to protect all persons from risks to their health and safety arising from work carried out as part of the conduct of the business or undertaking, and that the health of workers and the conditions at the workplace are monitored for the purpose of preventing illness or injury of workers arising from the conduct of the business or undertaking.
<p>According to Division 4 of the Act: While at work, a worker must:</p>	
A)	Take reasonable care for his or her own health and safety, and
B)	take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons, and
C)	comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with this Act, and

D)	co-operate with any reasonable policy or procedure of the person conducting the business or undertaking relating to health or safety at the workplace that has been notified to workers.
A person at a workplace (whether or not the person has another duty under this Part) must:	
A)	take reasonable care for his or her own health and safety, and
B)	take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons, and
C)	comply, so far as the person is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person conducting the business or undertaking to comply with this Act.

WHS Incident Report

The WHS Incident Report is utilised to record injuries and incidences that occur within AAID's workplace (where applicable) and must be completed whenever an injury or incident is identified. The form collects data on the incident, personal details of the person who was injured and further action to be undertaken.

In the incident of a student injury, it is the responsibility of the Trainer/Assessor to complete the form with all the relevant details. In the incident of a staff member being injured, it is the responsibility of Administration Staff to complete the form with all the relevant details.

All staff and students are required to be safety-aware and report all incidents, including an

identified hazard or an injury that has occurred on AAID premises or whilst on work placement (if applicable). These should be either reported to your trainer or to the administration office at AAID.

The following procedure should be followed when reporting an incident after the event and when the area/person has been declared safe:

1. Obtain a copy of the "WHS Incident Report" form from either a trainer or from the AAID website.
2. Complete the form to the best of your abilities, by ensuring all fields are completed on pages 1, and 2, as indicated.
3. Submit completed copy to AAID office for the WHS Officer.
4. Your supervisor will identify and implement any controls and forward to your WHS Coordinator.
5. WHS Coordinator to complete pages 3 and 4 of the report "Action Required/Taken", including:
 - a. How was the risk managed?
 - b. Whether the relevant safety authority and/or the insurance company was contacted.
6. WHS Coordinator to identify whether a required WHS Risk Assessment is required.
7. WHS Officer to log the "WHS Incident Report" into the "WHS Register" and file.
8. All incidences to be discussed at the next internal team meeting.
9. In the case of minor incidences a Continuous Improvement entry should be logged.

Hazard Identification

Everyone is responsible for identifying and reporting hazards. This includes students, sub-contractors and employees of AAID. If you identify a hazard, please report it to either your Quality Assurance Manager or the administration office.

Continued 

You will be required to complete either an

WHS Injury Report Form or a Hazard Identification Report Form.

It is important all staff report any injury immediately, by completing a WHS Injury Report Form, which located in the Trainers Folder or in the Administration Office. If any staff have any concerns or notice a condition or practice that seems unsafe, it is important it is brought to the attention of Chief Operating Officer or an Administration staff member of AAID.

Emergency Procedures

An emergency situation may be described as an incident that has the potential to cause loss of life or serious injury to personnel, or major damage to equipment or property. An emergency situation develops suddenly and unexpectedly and requires immediate action to bring under control.

In the event of an emergency, if practical, save human life or prevent the emergency from escalating eg. remove people from the area, fight the fire with appropriate firefighting equipment or turn off services.

Fire Emergency

If the emergency situation involves a fire the following points should be remembered if attempting to fight the fire:

1. When using a fire extinguisher do not aim the nozzle at the centre of the fire. Work from near edge and with a sweeping motion drive the fire to the far edge.
2. Do not stand down wind or downhill of a fire.
3. If there is any chance of chemicals or explosives in the fire, evacuate the area.
4. If there is any doubt about it being an electrical fire, treat it as an electrical fire.
5. If unable to immediately control the situation it must be reported by available means such as, telephone, etc.

6. You must notify your name, type of emergency, location of the emergency and assistance required.
7. Never take any unnecessary risks in attempting to control the situation. Evacuate first.

You need to make yourself aware of Emergency Procedures, the location of fire extinguishers or hose reels and the location of the Evacuation Meeting Point.

Evacuation Procedure (T&S)

In the event of an emergency situation e.g.: a fire, bomb threat, gas leak etc. each employee/contractor is required to follow the Evacuation Procedures below.

1. Upon notification to evacuate, e.g. alarm or a warning from the Fire Warden, each employee/contractor is to await further instructions from the Fire Warden.
2. Once the Fire Warden has given instructions to evacuate each staff member should:
 - a. follow the Fire Warden to the Evacuation Meeting Point
 - b. leave the building in an orderly manner, and
 - c. meet at the Evacuation Meeting Point indicated on the signs located around the building.
3. Upon arriving at the Evacuation Meeting Point please await further instructions from the Fire Warden or the Emergency Services.
4. Please do not leave the Evacuation Meeting Point until you are instructed to do so, as a roll call will be initiated to ensure that there are no employees/contractors or students left behind in the building.

Anti-Discrimination Act 1977

The Anti-Discrimination Act 1977 aims to promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, including education and training. The services developed and offered by AAID, including our administrative practices

and assessment processes, take into account the principles established by this legislation. For more information go to:

<http://www.legislation.nsw.gov.au/viewtop/inforce/act+48+1977+cd+0+N/>

AAID is committed to ensuring that all its representatives and students are treated fairly and equally in their employment and training.

1. All opportunities are determined based on merit without regard to nationality, race, religion, sex, sexuality, marital status, pregnancy, politics or impairment.
2. Trainer/Assessors are accountable for the implementation of this policy.
3. AAID and its representatives have a responsibility to provide an environment, which is free from any form of discrimination, harassment, insult, ridicule, and victimisation or bullying either directly or indirectly.

Sexual Harassment Act 1984

All representatives of AAID are required to note and agree to comply fully with the regulations and legislation preventing Sexual Harassment and ensure that all training participants are made aware of and comply with such regulations and legislation requirements.

Sexual Harassment includes but is not limited to:

1. Making unsolicited and unwelcome written, verbal, physical or visual contact with sexual overtones (for example: jokes, slurs, assault, touch or posters).
2. Continuing to express sexual interest after being informed that the interest is unwelcome.
3. Masking reprisals, threats of reprisal or implied threats of reprisals following a negative response. (for example, suggesting a poor performance report will be given).
4. Engaging in implicit or explicit coercive sexual behaviour which is used to control, influence or affect the career, salary or environment of another.

5. Offering favours or benefits such as promotions, favourable reviews or favourable assigned tasks in return for sexual favours.

AAID strives for an environment free of sexual harassment. These policies against harassment apply to both the training and work environments for participants, clients, staff and contractors.

Anyone found to be in violation of this policy will be subject to appropriate disciplinary action, which includes warnings, reprimand, suspension, dismissal or cancellation of contract.

Harassment Act 1997

Harassment, victimisation, bullying or any such conduct that has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or an offensive learning environment, will not be tolerated. This includes harassment, victimisation, bullying because of sex, race, national origin, religion, disability, sexual preference or age.

Harassment is unlawful under Commonwealth and State legislation and all harassment, bullying and victimisation are contrary to the duty of care to provide a safe environment for work and learning.

Harassment, victimisation and bullying can take many forms. It can be overt or subtle, direct or indirect.

Examples of Harassment may include:

- Unwelcome physical contact
- Repeated unwelcome invitations
- Insulting or threatening language or gestures
- Continual unjustified comments about a client's work or work capacity
- Jokes and comments about someone's ethnicity, colour, race
- Pictures, posters, graffiti, electronic images, which are offensive, obscene or objectionable.

Examples of victimisation may include:

- Unfavourable treatment like aggression
- Refusing to provide information to someone
- Ignoring a person
- Mocking customs or cultures
- Lower assessment of student work

Examples of bullying may include:

- A person who uses strength or power to coerce others by fear
- Behaviour that intimidates, degrades or humiliates a person
- Aggression, verbal abuse and behaviour which is intended to punish
- Personality clashes and constant 'put-downs'
- Persistent, unreasonable criticism of client work performance
- Client violence both physical and threatened against teachers
- Staff and students should be aware that differing social and cultural standards may mean behaviour that is acceptable to some, may be perceived as offensive by others. Such conduct, when experienced or observed, should be reported to your Trainer or the Chief Executive Officer. All complaints will be promptly investigated.

Anti-Bullying

Violence, harassment and bullying are human rights issues that profoundly affect the lives of many people in Australia.

We all have a right to feel safe and respected. We all have a right to live our lives free from violence. Violence, harassment and bullying can violate these rights. They can also impact on other rights, such as the right to education and the right to health. Violence, harassment and bullying affect well-being and quality of life.

Victims can experience significant social isolation and feel unsafe. Bullying can lead to emotional and physical harm, loss of self-esteem, feelings of shame and anxiety, and concentration and learning difficulties. Tragically, violence, harassment and bullying can lead to suicide in

extreme cases.

These are not issues that concern only children and young people. Violence, harassment and bullying can occur in a number of different environments, including in workplaces, care facilities and in the community, and can affect people of all ages and backgrounds.

Bullying can also take place in cyberspace: over the internet and on mobile phones. New technologies enable the spread of information, ideas and images to large numbers of people very quickly. There are many challenges in protecting people from violence, harassment and bullying in cyberspace.

We all have a responsibility to create a safe environment by standing up against violence, harassment and bullying. If bystanders take safe and appropriate action to stop bullying, we can all be a part of the solution. In the event of a situation that is considered by students to be in violation of AAID harassment, victimisation and bullying policy, report the situation to complaints@interiordesignacademy.com.au.

Refer to your state regulatory body for more information.

Copyright Act 1968

The copyright Act 1968 is an Act relating to copyright and the protection of certain performances, and for other purposes. For more information regarding the Copyright Act 1968 visit: <https://www.legislation.gov.au/Series/C1968A00063>

Students and staff need to be aware that photocopying of textbooks and assessment tools may be in breach of the Copyright Act, please adhere to the copyright requirements listed within the relevant documents you wish to copy.



TO DO

- ☐ Wash & dry clothes
- ☐ Take out trash
- ☐ Clean up
- ☐ Check mail
- ☐ Call Mom

SUPPORT SERVICES LIST

The Support Services List provides a list of support services available to students through referral. If a student is unsure of the service that they require, they should contact their trainer or Student Services support team at 03 8658 1593 to discuss further.

Name of Organisation	Website	Phone #	Email	Client Needs Addressed
AA - Alcoholics Anonymous	www.aa.org.au	1300 222 222	http://www.aa.org.au/contact-central-service-offices.php	Clients who are/ or have been affected by alcoholism
Australia.gov.au	http://www.australia.gov.au/	Website	Refer to Website	Covers a broad range of assistive support including LLN
Adult Migrant English Program	www.education.gov.au/adult-migrant-english-program-0	1300 566 046	http://www.education.gov.au/feedback-and-enquiry-form	Assisting clients who have migrated to Australia and require assistance with LLN
Beyond Blue	www.beyondblue.org.au	1300 224 636	https://online.beyondblue.org.au/WebModules/Email/InitialInformation.aspx	For clients who are experiencing anxiety and/or depression
Black Dog Institute	www.blackdoginstitute.org.au	(02) 9382 2991	http://www.blackdoginstitute.org.au/aboutus/contactus.cfm	Depression and Bipolar Disorder Information Australia

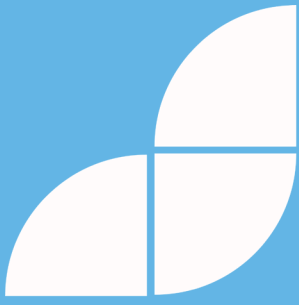
Name of Organisation	Website	Phone #	Email	Client Needs Addressed
NSW Community Help	www.community.nsw.gov.au	1300 555 727	Refer to website	For clients who are experiencing difficulties in the home, domestic violence, child abuse and neglect
CEDD - Eating Disorder Help Centre	www.cedd.org.au	Refer to website	info@cedd.org.au	To assist clients who are experiencing issues with eating disorders
Kids Helpline	www.kidshelp.com.au	1800 551 800	Webchat or Email Available Online	Services for assisting children or people who are concerned about a child
Just Ask Us!	www.justaskus.org.au	03 8413 8413	http://www.turningpoint.org.au/About-Us/Contact-Us2.aspx	For clients who are concerned they may have a drug (incl. alcohol), emotional or mental health concern
Precision Consultancy	http://www.precisionconsultancy.com.au/acs_framework/	03 9606 0118	http://www.precisionconsultancy.com.au/contact/	Access to LLN assessment tasks that can be used for a variety of industries
Lifeline Australia	www.lifeline.org.au	13 11 14	https://www.lifeline.org.au/Get-Help/Online-Services/crisis-chat	Clients who may be in a crisis or at risk of suicide or know of someone at risk of suicide

Name of Organisation	Website	Phone #	Email	Client Needs Addressed
The Reading Writing Hotline	http://readingwriting.hotline.edu.au/	1300 655 506	rwhotline@det.nsw.edu.au	If a client is having difficulty with reading, writing and numeracy
NA - Narcotics Anonymous	http://na.org.au/index.php?lang=en	1300 652 820	info@na.org.au	Clients who are/ or have been affected by drugs
NSW Rape Crisis Centre	www.nswrapecrisis.com.au	1800 424 017	http://www.nswrapecrisis.com.au/GetHelp/NSWServices.aspx	To assist clients, and their non-offending supporters, who have experience or are at risk of sexual assault
Workplace Bullying Helpline	www.workershealth.com.au	1300 651 251	Available on website	For clients who may be contemplating suicide or don't know how to help someone in their family who has been affected
Men's Helpline Australia	https://www.mensline.org.au/	1300 78 99 78	-	For male clients who have male related health issues
Wesley Mission	www.wesleymission.org.au	(02) 9263 5555	Available on website	Helping people with a wide range of issues affecting communities and individuals.

Name of Organisation	Website	Phone #	Email	Client Needs Addressed
National Council for Single Mothers and their Children	http://www.ncsmc.org.au/	(08) 8354 3856	ncsmc@ncsmc.org.au	Single mothers who need assistance
Physical disability Australia	http://www.pda.org.au/	(02) 6567 1500	Available on website	For clients who require assistance with their physical disability
Deaf Australia Translating and Interpreting Service	http://www.deafau.org.au/	(07) 3357 8266	Available on website	For assisting the trainer who might require an interpreter for clients who are deaf or have hearing impairments
Salvo Care Line	http://salvos.org.au/salvocareline/	1300 36 36 22	Available on website	For clients who require financial assistance or emergency care
Disability Advocacy Network Aust.	http://www.dana.org.au/	(02) 6175 1300	Available on website	For clients who may require assistance with their disability
National Disability Service	http://www.nds.org.au/	(02) 6283 3200	nds@nds.org.au	For clients who may require assistance with their disability
Vision Australia	http://www.visionaustralia.org/	1300 84 74 66	info@visionaustralia.org	For clients who require assistance due to vision impairment
Community Migrant Resource Centre	http://www.cmrc.com.au/	(02) 9687 9907	Available on website	For clients who may need assistance for Migration support services

Name of Organisation	Website	Phone #	Email	Client Needs Addressed
Family and Community Services Ageing, Disability and Home Car	http://www.adhc.nsw.gov.au/	(02) 9377 6000	servicembx@facs.nsw.gov.au	Support for family, ageing, disability or home care
Job Access	https://www.jobaccess.gov.au/	1800 464 800	hotline@workfocus.com	Driving Disability Employment through a variety of support services
Department of health/Mental health	www.health.gov.au	(02) 6289 1555	Available on website	Support for students who are affected by health or mental health issues
Alcohol and drug Information service (ADIS)	https://www.health.gov.au/	ACT <ul style="list-style-type: none"> • (02) 6207 9977 NSW <ul style="list-style-type: none"> • (02) 9361 8000 • 1800 422 599 (rural) SA <ul style="list-style-type: none"> • 1300 131 340 • (08) 8363 8618 (Adelaide) VIC <ul style="list-style-type: none"> • 1800 888 236 • 1300 858 584 • 1300 660 068 • (YSAS Line) (03) 9418 1020 • 1800 014 446 (rural Vic only) <i>Continued</i>	-	ADIS Centres are state and territory-based services that offer information, advice, referral, intake, assessment and support 24 hours a day.

-	=	<p>NT</p> <ul style="list-style-type: none"> • 1800 131 350 • (08) 8922 8399 <i>(Darwin)</i> • (08) 8951 7580 <i>(Alice Springs)</i> <p>QLD</p> <ul style="list-style-type: none"> • 1800 177 833 <p>TAS</p> <ul style="list-style-type: none"> • 1800 811 994 • (03) 9416 1818 <i>(Hobart)</i> <p>WA</p> <ul style="list-style-type: none"> • (08) 9442 5000 • 1800 198 024 <i>(rural WA only)</i> • (08) 9442 5050 • 1800 653 203 <i>(rural WA only)</i> 	-	-
---	---	--	---	---



AUSTRALIAN
ACADEMY
OF INTERIOR
DESIGN

RTO INFORMATION

Document Name:

Student Handbook v2.0

RTO Code:

46046

RTO/Company Name:

Further Learning Australia Pty Ltd/
Australian Academy of Interior Design

A. Level 31, 120 Collins Street, Melbourne 3000
Victoria

W. www.aaid.edu.au

E. info@aaid.edu.au

P. 03 8658 1593

©2025 Australian Academy of Interior Design