



SYDNEY FILM SCHOOL

Name	Student Charter		
What is the purpose of this policy?	To outline Sydney Film School's (SFS) expectation of student behaviour.		
Version	#3	Next review	Oct 2017
Who is affected by this policy?	Who has rights?		Who has responsibilities?
	Staff and trainers		Students

Policy

The SFS is committed to the pursuit of excellence in all aspects of education and learning, and particularly to the provision of high quality teaching.

Excellence in teaching and learning involves students as active participants in their educational experience, rather than as customers or passive consumers. In addition to the School's role of awarding formal academic qualifications to students who successfully complete their studies, the School seeks to instil in all students independent scholarly learning, critical judgment, academic integrity and ethical sensitivity.

This Student Charter sets out the expectations students can properly hold as they receive their education. It also outlines what can be expected of students in undertaking their studies to enhance the quality of their educational experience. It recognises that ethical and honest behaviour underpins the School's relationship with its students.

This Charter also recognises that students are central to a dynamic School community. Thus it elaborates the expectations associated with students' participation in the life of the Sydney Film School community.

Procedure

Student Expectations/School Responsibilities:

Students as individuals can expect:

- to be treated with courtesy and respect;
- the School to address the reasonable needs of all students regardless of individual differences such as gender, ethnicity, age, sexuality, disability or mode of study;
- to communicate freely and to be able to voice alternative points of view in rational debate;
- to enjoy a study environment free from harassment, discrimination and bullying.
- to be provided with a harmonious work and study environment in which concerns and complaints are addressed as quickly as possible;

- to have personal privacy respected. Students may expect that personally sensitive information will be requested only where necessary for academic or administrative functions and that, once collected, it will be adequately protected against inappropriate or unauthorised access;
- to have access upon request to personal records which the School may hold about them, subject to the provisions of the Freedom of Information Act 1992 and relevant School policies and procedures.

While participating in their education, students can expect:

- to be provided with accurate, timely and helpful information regarding their studies, or about enrolment and other administrative procedures that apply to them;
- to receive, at the beginning of each semester, an up-to-date course profile;
- that program and course content will be up-to-date and informed by current industry trends or scholarship in the discipline;
- to have reasonable access to teaching staff for individual consultation outside class times, in person or by other means (such as email);
- that evaluations of academic and practical performance will reflect each student's true merit;
- that feedback on assessment will be provided as a valuable part of the educative process. Items of progressive assessment should be marked promptly and returned to students with feedback and the results obtained. Students may access assessment outcomes, together with appropriate feedback, following release of final results;
- that the facilities or equipment they use are safe and comply with the School's occupational health and safety guidelines.

As members of the School community, students can expect:

- an opportunity to appraise the teaching performance of academic staff and to provide input into program planning and course design;
- an opportunity to learn without disruption of their activities by other students.

School Expectations/Student Responsibilities

Students as individuals can be expected to:

- treat other members of the School community with respect and courtesy;
- treat other members of the School community equitably;
- respect the opinions of others and deal with disagreement by rational debate;
- avoid conduct which might reasonably be perceived as discrimination, harassment or bullying, or which is otherwise intimidating.

While participating in their education, students can be expected to:

- acquaint themselves with School policies and procedures relevant to their enrolment and studies and observe the statutes, rules and policies of the School;
- attend classes, maintain steady progress in courses undertaken and submit required work on time (unless unforeseen or exceptional circumstances, which are communicated to the relevant staff member as soon as possible, arise);

- conduct themselves in a professional manner while undertaking industrial placements or other forms of practice-based experience, and to respect any information made available to them as part of their practical learning activities;
- incorporate feedback into their learning, make use of the assessment criteria with which they are provided, and be aware of rules and policies relating to assessment;
- maintain the highest standards of academic integrity in their work. Students must not cheat in any form of assessment and must ensure that they do not plagiarise the work or ideas of other persons and that the findings of their research are interpreted and presented appropriately and based on accurate data.

As members of the School community, students can be expected to:

- provide fair and honest feedback on teaching performance and the presentation of courses;
- respect School property and the facilities which the School provides to support teaching and learning, so that these are available to fellow students;
- avoid conduct which disrupts the teaching, learning or other activities of other students and staff, or which interferes with others performing their duties.

Version Control

Approved by	Version #	Date
Management Committee	1	13 August 2009
Continuous Improvement Committee	2	14 October 2014
Policy and Procedure Committee	3	11 July 2016