AILFE
AUSTRALIAN INSTITUTE
OF LANGUAGE AND
FURTHER EDUCATION

STUDENT HANDBOOK

Australian Association of Education & Research t/a

Australian Institute of Language and Further Education

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Message from the Managing Directors

Thank you for choosing Australian Institute of Language and Further Education as your trusted education provider. We are a registered training organisation (RTO) delivering nationally recognised qualifications for both domestic and international students located in Perth, Western Australia.

Here at AILFE, you will enjoy an industry leading training approach in your learning journey, which combines both theoretical and practical skill based training. The knowledge you will gain from the lessons delivered by our experienced and subject specialist trainers, and the practical training at simulated/ real workplaces will empower you to be successful in your chosen career.

As a student of AILFE, you will enjoy a fun and creative classroom learning environment, combined with many exciting educational excursions. You get the opportunity to make new friends, learn the Australian and other countries' culture, all under one roof.

The Student Handbook is designed to provide information and help you make the most of your time here are AILFE. It outlined specific information regarding to the admissions requirement, course fees and timetable, campus location, available facilities, policies to indicate your rights, responsibilities and your entitlement, as well as the different types of support available to help you during your study here.

Be prepared to experience everything AILFE has to offer!

Preparing for your arrival

Organising student visa

The Australian Government's Department of Immigration and Border Protection provides comprehensive information about student visa requirement, the checklist clearly indicate the requirement documents and assist you with your application. For more details, please visit **www.immi.gov.au/students/** for the latest information.

In order to get student visa granted, you must comply with its conditions, these conditions include (but not limited to):

- Complete the course within the duration specified in the confirmation of enrolment (CoE)
- Maintain satisfactory academic progress and attendance
- Maintain an approved Overseas Student Health Cover (OSHC) while in Australia
- Remain with the principle education provider for 6 calendar months, unless issued a letter of release from the provider to attend another provider
- Notify your institution of your Australian address and if any changes occurs student must update the institute within 7 days.

Organising Overseas Student Health Cover (OSHC)

The Department of Immigration and Border Protection requires you to maintain OSHC for the student visa duration. You will need to purchase OSHC before you arrive Australia and prior to your student application. The duration of the OSHC is to cover the duration of your study and stay in Australia. You can fill the application form and request the institution to organize your OSHC on your behalf, alternatively you can purchase OSHC through a number of private providers, such as:

- Medibank private: www.medibank.com.au
- OSHC Allianz www.oshcallianzassistance.com.au
- BUPA OSHC www.overseasstudenthealth.com

Organising Flights and Accommodation

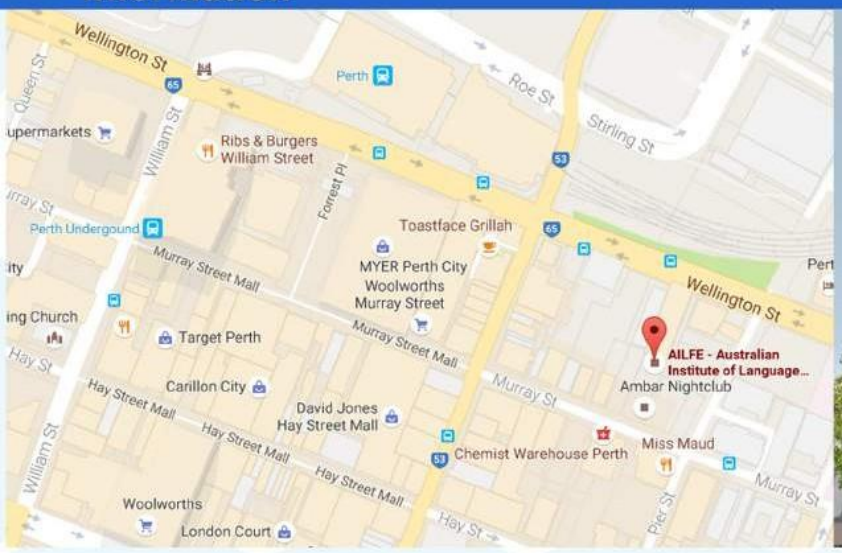
You need to arrive in Perth at least one week before you commence the course and please arrange your flight and insurance accordingly. Airport pick up is available only on request, a $90.00 fee will be charged for this service.

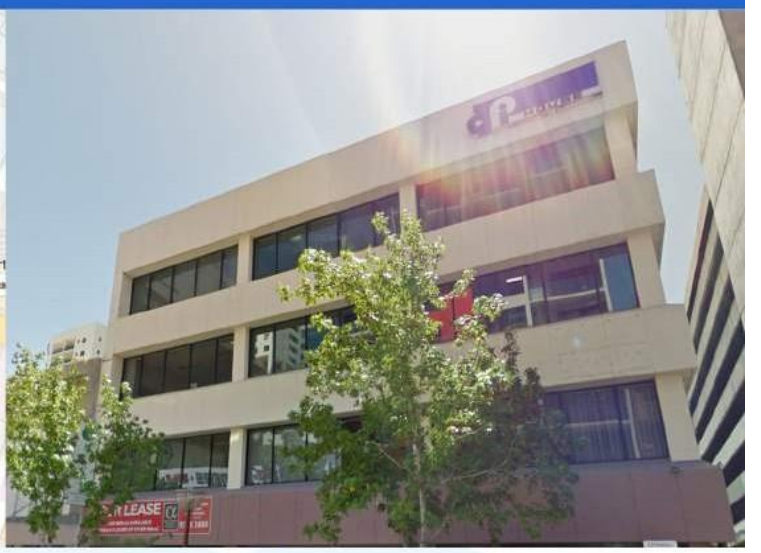
AILFE does not book accommodation directly on behalf of students. However, AILFE Admissions Officer will assist international students to secure appropriate accommodation through Australian Homestay Association (AHA), placement fee occurs for this process and to be paid to AHA for their services.

Introduction

Australian Institute of Language and Further Education (AILFE) is a Registered Training Organization (RTO) for Private Vocation Education Training, all our courses are nationally accredited and recognized by Australian Qualifications Framework (AQF). AILFE is strategically located in the heart of Perth CBD. We have a range of flexible and supported learning options available to ensure that our education and training program suit individual learning interests and business training needs.

Information





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Office Phone No. : 08 9221 1668
Mobile Phone No. : 0415 370 649
Email Address : studentservice@ailfe.wa.edu.au
Website : www.ailfe.wa.edu.au

You can also add us on:

AILFE is located in the heart of Perth city. Perth train and bus station, restaurants, shops are all within walking distance. AILFE encourage students to use public transport as there is no designated parking within the immediate area of the campus.

Transperth

Concessional Transperth Smartriders are available to students who study a minimum of 20 hours per week. Forms will be given during Orientation.

Parking of a motor vehicle whilst attending courses at AILFE is the responsibility of the student.
AILFE is not responsible for any fines, clamping or tow away for any unauthorised parking.

Like Us On Facebook

Our Facebook page: **www.facebook.com/ailfe100**
Kindly send us a friend request/ follow our page to keep yourself up to date with exciting news and important information on our Facebook page!

Don't forget to check in @ AILFE – Australian Institute of Language and Further Education

Course Information

CRICOS Code	Course Name
0100012	General English
099047M	English for IELTS Preparation

Course Code	CRICOS Code	Course Name
BSB40820	105495K	Certificate IV in Marketing and Communication
BSB50620	105496J	Diploma of Marketing and Communication
BSB60520	105497H	Advanced Diploma of Marketing and Communication

Course Code	CRICOS Code	Course Name
BSB50820	104057G	Diploma of Project Management
BSB50420	104255A	Diploma of Leadership and Management
BSB60420	105498G	Advanced Diploma of Leadership and Management
BSB80120	106904A	Graduate Diploma of Management (Learning)

Course Code	CRICOS Code	Course Name
CHC30113	088262F	Certificate III in Early Childhood Education and Care
CHC50113	088263E	Diploma of Early Childhood Education and Care

Course Code	CRICOS Code	Course Name
SIT30816	095033E	Certificate III in Commercial Cookery
SIT40516	095034D	Certificate IV in Commercial Cookery
SIT50416	095035C	Diploma of Hospitality Management (Commercial Cookery)
SIT60316	095036B	Advanced Diploma of Hospitality Management

Course Code	CRICOS Code	Course Name
SIT31016	105914G	Certificate III in Patisserie
SIT40716	105915F	Certificate IV in Patisserie
SIT50416	095035C	Diploma of Hospitality Management (Patisserie)

Course Code	CRICOS Code	Course Name
SIT50416	095035C	Diploma of Hospitality Management (Food and Beverage)
SIT60316	095036B	Advanced Diploma of Hospitality Management

Orientation

It is important for all students to be familiar with AILFE course requirements, information and the services available. Orientation will be held on your first day of commencement.

Attending Orientation will help you find your way around campus, and provide an introduction to your course, the staff and all the services available to you. It is the perfect opportunity for you to familiarise yourself with AILFE and to obtain important information about what to expect during your studies. Orientation will ensure that you are well equipped to begin studies.

It is mandatory that you attend Orientation! Student who cannot attend orientation must notify AILFE prior to the commencement date.

Remember to bring:

- Your Letter of Offer
- Photo Identification: Passport (International Students)/ Drivers Licence...etc.
- Stationeries and water bottle.

Please arrive on time! You will need to be at AILFE by 8:30am for Orientation.

Orientation Procedure:

1. Head over to Reception and notify our friendly Student Service staff
2. Form filling (USI forms, Smartrider forms... etc.)
3. Powerpoint presentation (get to know more about the college)
4. Photos to be taken for student card
5. Campus tour (get to know more about the college's facilities)
6. Commence class

Training Delivery Methods

> Instructor led – face to face in the classroom
> E-learning
> Self-study
> Excursions/Field trips

Assessment Methods

> Direct observation
> Assignments/Case Studies
> Projects/Reports
> Presentation/Role Plays
> Practical

Students can be assisted with their general enquiries between: **Monday to Sunday (8:30 to 5:00pm)**

Overseas Student Rights & Responsibilities

The Australian Government wants overseas students in Australia to have a safe and enjoyable time while they study. Australia's laws promote quality education and consumer protection for overseas students. These laws are known as the ESOS framework and they include the Education Services for Overseas (ESOS) Act 2000 and the National Code 2007.

PROTECTION FOR OVERSEAS STUDENTS

As an overseas student on a student visa, you must study with an education provider and in a course that can be found on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). CRICOS registration guarantees that the course and the education provider at which you study meet the high standards necessary for overseas students. Please check carefully that the details of your course – including its location – match the information on CRICOS.

STUDENT'S RIGHTS

The ESOS framework protects your rights, including:

- your right to receive, before enrolling, current and accurate information about the courses, fees, modes of study and other information from your provider and your provider's agent.

- your right to sign a written agreement with your provider before or as you pay fees, setting out the services to be provided, fees payable and information about refunds of course money. You should keep a copy of your written agreement.

- your right to get the education you paid for. The ESOS framework includes consumer protection that will allow you to receive a refund or to be placed in another course if your provider is unable to teach your course.

The ESOS framework sets out the standards Australian education providers offering education services to overseas students must obey. These standards cover a range of information you have a right to know and services that must be offered, including:
- orientation and access to support services to help you study and adjust to life in Australia

- who the contact officer or officers is for overseas students

- when your enrolment can be deferred, suspended or cancelled

- what your provider's requirements are for satisfactory progress in the courses you study and what support is available if you are not progressing well

- if attendance will be monitored for your course, and complaints and appeals process.

STUDENT'S RESPONSIBILITIES

As an overseas student on a student visa, you have responsibilities to:

- satisfy your student visa conditions
- maintain your Overseas Student Health Cover (OSHC) for the period of your stay
- meet the terms of the written agreement with your education provider
- inform your provider if you change your address
- maintain satisfactory course progress
- if attendance is recorded for your course, follow your provider's attendance policy

Student on a student visa is entitled to work 40 hours per fortnight during study periods and full-time in holidays.
Working holiday visa holders have no restrictions on the numbers of hours of work but can only work for the same employer for no more than 6 months.
Student also need to apply for a Tax File Number (TFN) via paper lodge or online at **www.ato.gov.au/individuals**

Who	Reason to contact	How
Provider	Enquiries, Policies and Procedures	Provider website/ Speak with Student Service Dept.
DEEWR	ESOS rights & responsibilities	ESOS Helpline +61 2 6240 5069/ Online: www.aie.gov.au
DIBP	VISA matters	General Line: 131 881/ Online: www.immi.gov.au

Enrolment Information

Deferring, suspending or cancelling enrolment
Student can defer or suspend enrolment due to compassionate and compelling circumstances.

Prior to commencement
Student is required to fill Enrolment Variation Form, indicate the deferral reason, request must be in writing and address to Admissions Officer. Supporting documents may be required.

After commencement
If student wishes to apply for deferral or suspension, supporting documents must be provided along with the signed Enrolment Variation Form, e.g. Medical certificate; Police report; Death certificate etc. Student will receive notification in writing of the result of the request.
If student wishes to withdraw or cancel the enrolment, Enrolment Variation Form is required to be filled with all supporting documents attached. International student that have not completed the first six months of principal course are advised to speak to the Student Services Manager before obtaining a letter of offer from an alternative provider.
For more details, please refer to the Enrolment Policy on AILFE website

In certain circumstances where student
> Breaches AILFE enrolment conditions
> Conduct serious misbehavior
> Fail to meet the Course Progress requirement
> Non payment of outstanding fees
> No longer holding a valid visa
> Does note commence course within 14 days of commencement date
the student may be suspended or their enrolment cancelled. Once the suspension or cancellation is process, AILFE will notify DIBP via PRISMS within 14 days of the termination.

Recognition of Prior Learning (RPL)
Recognition of Prior Learning (RPL) takes into account previous study, work and life experience and measure this against the course enrolled, credit may be granted towards certain units, Student who believe they may be eligible for RPL can seek further information on AILFE website, a copy of the Recognition of Prior Learning Policy and Form is available. A fee of $250 per unit will be charged for processing the RPL request.

Credit Transfers/Exemptions
Student who has already completed a formal qualification in their intended course at another Registered Training Organisation (RTO) may be able to apply for credit transfer or exemptions. Student needs to provide original documents to support the case.

Late Submission & Re-Sits & Repeat
Late submission penalties are applied for equity reasons to avoid unfair advantage and delaying in the marking. Late penalty will be applied if the submission is after the date specified in the assignment specification or a later date agreed by the trainer for an extension of time request. $50 per assessment if submitted after the specified date, this fee must be paid at reception prior to submitting the assessment.
AILFE trainers will ensure the assessment results are made available to student within two weeks of participating in any assessment. The feedback and results will be given to student, written comments on the submitted assessments.
AILFE Course Progress policy is set to monitor the progress of students enrolled. Students do receive a re-sit chance if not yet competent/not satisfactory result given, $50 re-sit fee applies and student needs to fill the Student Request Form.
AILFE will measure student progress at the end of each study period, where an unsatisfactory course progress is identified; AILFE will apply an intervention strategy. Additional support will be given, guidance will be given by Student Services Manager to determine if student need to repeat the units/study period, or the suitability of the course undertaken by the student.

Complaints and Appeals
Any complaints that student may have whether is academic or non-academic, student can make an application to and address the complaints. All complains and appeal applications must be received in writing. Upon on receive the application, we will acknowledge and commence the process within 10 days of the lodgment. please refer to Key School Policy Appendix VI

Attendance
In case of absence, student must inform AILFE reception via telephone or email between 8:30am to 9:00am on the day. Whilst AILFE is committed to monitoring student's course progression, students who fail to attend class on two consecutive weeks will be contacted by the Student Services Officer and a reason for their absenteeism requested. These reasons are recorded in the student's file. Student not attending due to medical reasons must submit a medical certificate

Qualification Issuance

Student will be issued with the following in accordance with the Australian Qualification Framework:

a. Statement of Attainment for partial completion of the course
b. Statement of Result and Certificate/Diploma/Advanced Diploma Qualification for full completion of the course

School Rules and Regulations (Student Behaviour Standard)

Alcohol or Drugs
Consumption of alcohol or drugs is strictly prohibited in campus.

Smoking
Smoking is not allowed inside the building. If you wish to smoke, kindly head to the nearest outdoor area.

Eating and Drinking
No food and drinks in the classroom except bottled water.

Kitchen
Microwave, fridge and kettles are available for student use. It is your responsibility to keep the student kitchen area clean. Please remember to clean up after yourself.

Security
The school is open from 8:00am to 9:00pm on Mondays to Thursday and 8:30am to 4:30pm on Fridays to Sundays. If you arrive the school earlier than the stated time above, kindly contact Student Service and you will be assisted to enter the building. Please make sure you do not leave any valuables in the classroom unattended, AILFE is not responsible for any lost or stolen belongings.

Holiday & Sick Leave
If you wish to apply leave for more than a week, you must complete a Student Request Form. You can get the form from Reception. In case of illness, kindly provide a copy of your medical certificate to Student Services Officer, this should be lodged within two days. AILFE may consider granting the leave on compassionate or compelling circumstance for up to 2 weeks, if more than 2 weeks, student should applying for deferment.

Punctuality and Attendance
It is a student's responsibility to attend class ON TIME. Please notify Student Services Officer if you are unable to attend class. Your teacher may exclude you from the lesson and you will be marked as absent for the session if you are late. AILFE adopted Course Progress Policy, attendance will still be marked by teachers for records.

English Language on Campus
AILFE appreciates the value of the linguistic skills, however we prefer student to use common language English on the campus from a safe aspect.

Mobile Phones
The use of mobile phones is strictly prohibited during class. Kindly turn your mobile phones on silent during class.

Damage to Property
Penalties will apply if student damage any properties in AILFE intentionally. A fee of $10.00 will be charged for reapplication of student card.

Plagiarism and Collusion
Plagiarism and/or collusion will result in non-satisfactory result for assessment or not yet competent in a unit, you will be required to re-submit your assessment.

Attitude in class
Rudeness, disobeying rules, or not creating a positive learning environment is a breach of 'AILFE Student Code of Conduct'. You will be asked to leave the class and will receive a formal written warning. We do not tolerate any kind of religious, racial or sexual discrimination. If you feel discriminated against, please contact Student Services immediately.

Appendix I – Access and Equity Policy

AILFE is proactive in supporting fair access to educational opportunities and ensuring that all students have the opportunity to achieve according to their own individual potential. AILFE is committed to promoting, encouraging and valuing equity and diversity in regards to its staff and students.
AILFE will, at all time:

- Provide an environment of support and care for students
- Encourage cultural understanding and sensitivity
- Encourage early identification and intervention to support students
- Seek to ensure that practices are non-discriminatory and pay due consideration to the needs of all groups
- Evaluate all educational processes to ensure that they are inclusive and value students from a diverse background
- Ensure all policies and procedures are non-discriminatory
- Provide students with information about access and equity issues and the complaints resolution process

AILFE requests that students declare if they are in need of specific assistance with regard to language, literacy and numeracy so that specific learning support may be provided. Alternative learning and assessment strategies are employed by AILFE staff to assist students with special needs.

Appendix II – Course Transition Policy

The aim of this policy is to ensure that AILFE manages the transition of the superseded course with the new Training Package within the given timeframe as required in SNR 25 of Standards for NVR Registered Training Organisations 2011.

The Course Transition Policy applies to all Training Packages when it is revised either by Industry Skills Council (ISC) upgrades and/or National Skills Standards Council (NSSC) changes (version change).

This Policy will assist ALIFE in determining when enrolments in the new qualification should take place and when enrolments in the old must cease.

AILFE must do the following:

- Transition to the new or revised Training Package as soon as practicable.
- Manage the transition from a superseded Training package to the new/revised Training Package within 12 months of the new/revised Training Package release date on www.training.gov.au
- Manage the transition from superseded accredited courses so that it delivers only currently endorsed Training Packages or currently accredited courses.
- AILFE must obtain the necessary "scope of registration" through Australian Skills Quality authority (ASQA)
- The department of Training and Workforce Development (DTWD) produces an Implementation Guide to facilitate the transition to new revised Training Packages.
- A reviewed Training Package is considered similar to a new Training Package and thus requires amendment to AILFE's scope of registration.
- AILFE will be required to apply for an extension to scope for revised qualifications which are deemed to be non-equivalent.

Appendix III – Recognition of Prior Learning (RPL)

To ensure consistency, fairness and transparency, issuing organisations should establish a systematic, organisation-wide approach to RPL including policies and procedures that govern implementation.
The typical RPL process consists of the following stages:
• identifying the evidence required
• providing advice to students about the process
• providing students with sufficient information to enable them to prepare their evidence to meet the standard required for the RPL assessment process
• assessing using appropriate evidence-gathering methods and tools
• recording the outcome, and
• reporting to key internal and external stakeholders.

Procedure:
• All students will be issued with information on RPL via the International Student Handbook and during Orientation.(Please also refer to Appendix 1 – RPL Flow Chart).
• Students who consider applying for RPL should contact the Director of Studies, who will provide a brief explanation of the process and advice, and supply the Recognition of Prior Learning Application Form either personally or via the mail system.
• Students will then complete a form for each course they seek recognition for either in part or whole.
• Applicants will use the information contained within the form to conduct a self-assessment against the course learning outcomes (also to be supplied).
• Applicants should consider how they have achieved each learning outcome and if they can satisfy the performance criteria by submitting valid, sufficient, authentic and current evidence. Applications for RPL must be accompanied by written evidence gathered by the applicant.
• The completed application form, together with supporting documentation and the applicable fees, are then to be forwarded to the Student Administration Office.
• The Trainer will complete the Recognition of Prior Learning Form.
• The Director of Studies and the Trainer will form a panel to assess the application.
• All Trainers will have course content expertise and meet the criteria to teach each competency.
• The panel will assess the application with reference to the appropriate learning outcomes within 21 working days of receipt of the application.

Appendix IV – Risk Management Policy and Procedure
This procedure is governed by the Australian Institute of Language and Further Education's Risk Management Policy.
Risk management is the responsibility of all AILFE staff. As such, risk management principles and practices should be integrated within and across all organisational and operational areas.
Risk assessments will be conducted on all activities, ventures and projects to ensure alignment with AILFE's organisational objectives.
Risk management will be incorporated into the strategic and operational planning processes at all Levels.
Risks will be identified, reviewed and monitored on an ongoing basis at nominated levels within AILFE, which will be in accordance with AILFE's organisational responsibilities.

Risk Management Process
AILFE's Risk Management Process was adapted from the Risk Management Process of the Australian and New Zealand Standards AS/NZS ISO 31000:2009 (Risk management – Principles and Guidelines)
The Risk Management Process is the systematic application of management policies, procedures and practices to the risk management activities of :
• communication and consultation;
• establishing the context;
• risk assessment;
• risk identification;
• risk analysis;
• risk evaluation; and
• risk treatment

Appendix V – Refund Policy

1) All requests for a refund should be submitted in writing (with supporting documentation) to AILFE.
2) A notice of withdrawal due to: illness or disability, death of a close family member (parent, sibling, spouse, child), political or civil event that prevents acquittal may be accepted as grounds for partial refund of fees. Supporting evidence document must be provided.
3) AILFE will give the student a statement that explains how the refund amount has been calculated. The refund (if any) will be paid within four weeks after receiving a written request with any attached necessary supporting documentation from the student.
4) Refund applications may include textbooks and stationery where refunds are being sought for education services that have not yet commenced and where materials purchased and received, remain in new condition.
5) In all refund instances where student has paid fees to AILFE for Overseas Student Health Cover (OSHC), the student will need to apply to the relevant OSHC for a refund.
6) No refund will be granted in the case of visa being cancelled by the Australian Government department responsible for visa processing for breach of visa conditions.

Visa application unsuccessful
7) In the event that a student's visa application is unsuccessful before a Course/Education Service commences, notification in writing must be forwarded to AILFE accompanied by supporting documentations (e.g. Visa Refusal Letter), all fees paid will be refunded less $230 non-refundable application fee.
8) In the event that a student's visa application is unsuccessful after the commencement of a Course/Education Service, the student's refund is calculated in accordance with ESOS Regulations 2001 3.19 (2).

Extract from the Education Services for Overseas Students Regulations 2001
Division 3.4: Refunds of course money
3.19 Amounts to be subtracted from course money
(2) For paragraph 29 (1) (b) of the Act, the amounts for a student in the circumstances mentioned in subsection 27 (2) of the Act are the following:
(a) Administration expenses totaling no more than the lesser of:
(i) $250; and
(ii) 5% of the total amount of course money that the provider received in respect of the student for the course before the default day.
(b) The part of expenses for travel, accommodation and other domestic services that cannot be offset by providing the services to someone else.
(c) The amount of compulsory union fees.
(d)The cost of books, equipment and other materials needed for the course.
(e) The proportion of the course money that the provider received in respect of the student before the default day that is equal to the proportion of the course that was provided to the student before the default day.

9) Withdrawal of Student Visa Application does not constitute visa refusal. AILFE may under certain circumstances assess refunds where visa application has been withdrawn in the same manner as visa application refusal, subject to approval from Admission Board, and upon evidence of visa application withdrawal from the Australian Government department responsible for visa processing being provided.
10) No refund will be granted in the case of visa application being rejected by the Australian Government department responsible for visa processing due to providing false or misleading information in Visa application and Enrollment application.

Appendix V – Refund Policy (continue)

Student withdraws from Course / Education Service

11. If a student withdraws from Course/Education Service for any reason, student is liable for $500 or 10% of all the enrolled course fee whichever is the lesser as cancellation fee.
12. If a student withdraws from Course/Education Service for any reason more than 10 weeks before commencement, student is liable for 10% of course fee of all the enrolled courses plus cancellation fee.
13. If a student withdraws from Course/Education Service for any reason more than 4 weeks and up to 10 weeks before commencement, student is liable for 30% of the course fees and 10% of course fee of all the following courses plus cancellation fee.
14. If a student withdraws from Course/Education Service for any reason 4 weeks or less prior to commencement, student is liable for 60% of the course fees and 10% of course fee of all the following courses plus cancellation fee.
15. If a student withdraws from Course/Education Service for any reason during the first 4 weeks after commencement, student is liable for 70% of the course fees and 10% of course fee of all the following courses plus cancellation fee.

16. If a student withdraws from Course/Education Service for any reason after the fourth week of commencement, student is liable for 100% of the course fees and 10% of course fee of all the following courses plus cancellation fee.
AILFE withdraws a student from a course (Student Default)
17. If a student's enrolment is terminated by AILFE for misconduct, breach of student regulations or non-compliance with student visa conditions, no refund of the current course fees paid will be made (refer to the Student Handbook for details of student regulations and what constitutes misconduct). If fees have been pre-paid for any subsequent courses, 40% of the next course's fees will be refunded and 100% of any following course's fees will be refunded within 4 weeks of the student being withdrawn.
AILFE fails to provide a student's education service in full (Provider Default)

18. In the event that AILFE fails to provide the offered course to the student at the location on the agreed starting day or the course is terminated and not provided to the student at the location at any time after it starts but before it is completed within 14 days AILFE has to either offer the student an alternative place at AILFE's expense with an acceptance by the student in writing or refund the student the unused portion of the prepaid fees. Student has the right to choose whether he/she would prefer a refund of the unused portion of the prepaid fees, or to accept a place in another education service. If student chooses placement in another education service, AILFE will ask him/her to sign a document to indicate that he/she accepts the placement. The student's acceptance of the alternative education service offer in writing will relieve AILFE from its obligation to refund education service money to the student.

19. If AILFE is unable to provide a refund or provide a placement in an alternative education service, the Tuition Protection Service (TPS) Director will provide in writing, the student with one or more options for such alternative courses at no cost. The student must in a period of 30 days after the end of AILFE's obligation period submit in writing if accepting the alternative course. If the student is not accepting a place in an alternative course then the TPS Director would pay out of the Overseas Students Tuition Fund (OSTF) an amount equal to the amount that AILFE has calculated to satisfy the refund requirements to the student.

Appendix VI

Student Complaints and Appeals Policy and Procedure

1. Purpose

1.1 AILFE is committed to providing a fulfilling and rewarding learning and research experience that enables students to achieve their full academic potential. Feedback is welcomed as a mechanism for continuous improvement and for ensuring quality provision is consistently delivered.

1.2 Complaints will be acknowledged and handled promptly in accordance with ASQA Standards for 2015 – Standard 6.

1.3 The complaints will be treated sensitively having due regard to procedural fairness and confidentiality.

1.4 Complainants will not suffer detriment or disadvantage as a direct result of making a complaint.

1.5 Wherever possible complaints will be resolved by a process of discussion, cooperation and mediation, as soon as possible after an incident or situation has occurred.

2. Scope

This procedure refers to all AILFE enrolled students and the staff.

3. Context

- All aspects of a student's experience at AILFE
- The activities of AILFE and its staff in relation to students
- All activities on AILFE premises and all external activities related to study and research.
- Activities in relation to online examinations
- Complaints made no later than twelve months after the event giving rise to the complaint

4. Types of Complaint

There are three types of complaints.

4.1 Complaints about academic decisions and matters

Complaints about academic decisions and matters may be resolved under these procedures where any of the following apply:

- The matter has not been able to be resolved under the relevant AILFE policy.

- The complaint relates to procedural fairness or inconsistent application of AILFE policy.
- There is no other route of appeal.

Examples of complaints under this category may include: assessment, academic standing and decisions of the Re-enrolment and exclusion from academic programs.

4.2 Complaints about a person

Students may make a complaint relating to the behaviour of**:**

- other students of AILFE
- academic staff
- technical staff
- people external to AILFE with whom students interact as part of a program of study such as, but not limited to, work experience or other practicums.

4.3 Complaints about administration or process

Students may make a complaint relating to, but not limited to:

- mismanagement;
- unreasonable decisions;
- inconsistent application of AILFE policy or procedure;
- denial of procedural fairness;
- failure to provide rights;
- incorrect advice leading to detriment;
- negligence.

5. Complaints handling process

AILFE has three stage complaints handling model.

6. Stage 1 – Informal Procedure

6.1 This is to be used first in most cases, resolving complaints through an informal process, which aims to sort out grievances as quickly, and as close to the source as possible. Suitable for expressions of dissatisfaction, straightforward issues or urgent matters.

6.2 The concern is raised directly with the person/s involved and, or with AILFE staff member/s most directly involved with, or responsible for, the basis of complaint. This can be done via email, over the phone or in person.

6.3 The staff member will aim to resolve the complaint as quickly as possible. To help reach a mutually acceptable outcome a meeting may be held to discuss the complaint. The student may be accompanied by a support person for the meeting.

6.4 Urgent matters should be resolved or referred to the Student Services Officer as soon as possible. AILFE will aim to resolve non-urgent matters within 10 working days.

6.5 If the internal or any external complaint handling or appeal process results in a **decision that supports the student**, then the following corrective action and preventative action will be carried out:

Corrective action:

- The student's file will be updated with the outcome and any subsequent actions;
- Student will be informed promptly of the decision reached by the external body;

Preventative action:

- All staff related to the matter will be briefed and preventative action will be discussed;
- Policy and procedure relating to the matter drawn up;

7. Stage 2 –Formal Procedures

7.1 A complaint can be lodged under the formal process where:

- Resolution through stage 1 has not occurred
- The matter is complex
- The complaint is deemed serious
- The student chooses this process

7.2 A formal complaint must be lodged by submitting the Complaints and Appeals Form to the Operations Director. The written complaint must contain sufficient information for the complaint to be investigated and to substantiate the complaint. All available relevant information should be lodged at the outset.

7.3 Investigation:

- The Operations Director will examine the relevant documentations, policy and seek the relevant staff for clarifications on information supplied
- The Operations Director will then have a meeting with the student. The student may bring along a support person for the meeting.

7.4 Outcome of the investigation may be:

- That the complaint has been upheld or partly upheld. Recommendations for actions required may also be made, or
- That the complaint has not been substantiated. In most unsubstantiated cases no recommendations for action are required.

7.5 Time frame

- Formal complaints will be acknowledged within 5 working days;
- Preliminary enquiries will normally be completed within 10 working days;
- Formal investigations will typically be completed within 20 working days;
- The outcome will be confirmed in writing within a further 5 working days of the conclusion of the investigation;
- Regular updates to the complainant will be provided by the Student Services officer.

8. Stage 3 – Appeals

8.1 An appeal may only be lodged on the grounds of lack of procedural fairness.

8.2 Complaint required lodging the appeal in writing to the Principal Executive Officer (PEO).

8.3 The PEO with the Academic Board may determine, that on its face, the appeal should not proceed on the grounds that it is frivolous, vexatious or is not on the grounds of lack of procedural fairness in the investigating process. In making this determination the PEO may, but is not required to, review the record of the complaint and/or obtain further information from the complainant.

8.4 If the PEO determines that the appeal should not proceed then the Student Services Officer will notify the complainant of the decision and all avenues of appeal within AILFE will then be exhausted.

8.5 If the PEO determines that the appeal should proceed then the Student Services Officer will refer to the Academic Board to convene a Complaints Appeals Committee to hear the appeal.

8.6 The Complaints Appeals Committee will consist of two Academic staff, one Recruitment Consultant and the PEO (will be the chair person)

8.7 Appeals process
All parties will be invited to attend a hearing to state their case.

Before the hearing the parties should inform the Chair:

- Whether they intend to attend the meeting
- Whether they intend to attend with a support person
- Whether they intent to present any material not in the written submission.

In determining the outcome of the appeal the Committee may

- Dismiss the appeal; or
- Allow, or partly allow the appeal and make a fresh determination based on the evidence presented.

Following the determination of the appeal, all avenues of complaint and appeal with AILFE will have been exhausted.

8.8 Time frame

- Appeals will be usually acknowledge within 5 working days
- A determination whether to proceed to hearing will be notified within 10 working days
- Appeal committee aim to convene within 20 working days of the decision to proceed
- At least 10 working days notice of the appeal hearing will be given to the parties
- The parties should inform the Chair of any support person at least 5 working days before the hearing
- The outcome will be confirmed to all parties in writing, giving reasons, within 10 working days of the hearing

9. Withdrawal of Complaints

The complainant may decide to withdraw a complaint. Where a formal process is underway any withdrawal must be in writing. In most instances AILFE will deem the complaint resolved. However serious complaints may be referred for internal investigation.

10. Enrolment status

Where a complainant chooses to access this policy and procedure, AILFE will maintain the student's enrolment while the complaint handling process is ongoing.

11. Further action – External review

The complainant dissatisfied with the outcome will be advised of their right to request an external review of the matter.

Domestic students may refer to Australia's Consumer Protection Laws.

International students may refer to Commonwealth Overseas Students Ombudsman.

12. Record keeping

A written record of all complaints handled shall be maintained for at least five years to allow parties to the complaint appropriate access to these records upon written request to the PEO.

Appendix VII

Assessment Policy and Procedure

1. Purpose

The aim of this policy and procedure is to establish the process for conducting the assessment in accordance with the Australian Quality Framework and NVR Standards 2015 – Standard 1 Clause 1.8.

2. Scope

AILFE Assessment Policy and Procedure apply to all assessment processes undertaken by AILFE Trainer.

This policy and procedure cover the assessment of VET qualifications.

Unless stated otherwise, this policy and procedure cover assessment as part of a learning and assessment pathway and as an assessment only process (Recognition of Prior Learning).

This policy provides guidelines within which qualified Trainers will use professional judgement to conduct assessment.

This policy is publicly available from the AILFE website under Students\Policies and Procedures at www.ailfe.edu.au.

3. Policy Statement

AILFE recognises that well designed assessment plays an integral role in helping learners to achieve their successful outcomes.

AILFE's assessment policy and procedure draw on definitions and guidelines provided in national regulatory publications and acknowledge these sources. This policy and procedure are to be read in conjunction with the following regulatory documents:

- Australian Quality Framework
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students
- NVR Standards

AILFE will:

3.1 Ensure quality assessment outcomes are achieved through basing the development of assessment processes and instruments on the **principles of assessment**:

- Fairness
- Flexibility
- Validity
- Reliability
- Sufficiency

3.2 Ensure evidence requirements for assessment purposes are based on the **rules of evidence:**

- Validity
- Sufficiency
- Authenticity
- Currency

3.3 Provide Recognition of Prior Learning (RPL) processes.

3.4 Conduct assessments to support continuous learning and decide outcomes.

3.5 Apply special considerations and reasonable adjustments to assessments as appropriate.

3.6 Value authenticity of assessment work and enforce penalties for academic misconduct.

3.7 Conduct assessment processes ethically.

3.8 Trainer to specify due dates and approve extensions in line with determined parameters.

3.9 Allow resubmission of assessment pieces and supplementary assessments within determined parameters.

3.10 Apply consistent grading schemes to education and training sectors and qualifications within sectors.

3.11 Provide a process for students to appeal against assessment processes and decisions.

3.12 Validate and moderate assessment tools, processes and candidate evidence and assessor decisions.

4. Procedure

The following procedure outlines the processes that are to be followed across AILFE to implement each of the Policy Statements documented at Item 3 of this Administrative
Instruction.

4.1 **Ensuring assessment activities are based on the principles of assessment to achieve quality outcomes:**

Whilst each of the principles are important factors in their own right, assessment activities should reflect all principles and not elevate the importance of one at the expense of others.

4.1.1 **Fairness** in assessment requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the Assessor and the student to ensure that the student is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and be re-assessed if necessary.

AILFE accommodates individual students' needs in accordance with processes outlined in Item 4.5.

AILFE ensures that students are fully informed about assessment requirements by providing a comprehensive outline of assessment requirements and due dates at the commencement of a component of study and in accordance with processes outlined in Item 4.8 and 4.9

AILFE provides the opportunity for students to challenge the result of assessment in accordance with processes outlined in Item 4.11.

4.1.2 **Flexibility** in assessment requires that assessments reflect the student's needs; provide for recognition of competencies (VET) no matter how, where or when they have been acquired, draw on a range of methods appropriate to the context, component of study and the student; and support continuous development.

AILFE accommodates individual students' needs in accordance with processes outlined in Item 4.5.

AILFE provides for the recognition of units of competency in accordance with the processes outlined in Item 4.3.

AILFE draws on a range of appropriate assessment methods in accordance with the processes outlined in Item 4.11.

AILFE supports the continuous development of learning in accordance with the processes outlined in Item 4.4.

4.1.3 **Validity** is both a principle of assessment and a rule of evidence. It requires that the assessment process is sound and assesses what it claims to assess:

(a) Assessment against units of competency must cover the broad range of skills and knowledge that are essential to competent performance (as specific in the unit or subject)
(b) Assessment of knowledge and skills must be integrated with their practical application (if applicable)
(c) Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods).

AILFE validates assessment tools and processes in accordance with the processes outlined in Item 4.10.

4.1.4 **Reliability** refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. It can only be achieved when Assessors share a common interpretation of the assessment requirements.

AILFE fosters the consistent interpretation of evidence in accordance with processes outlined in Item 4.10.

4.1.5 **Sufficiency** is both a principle of assessment and a rule of evidence. It relates to the quantity and quality of evidence assessed. It requires collection of enough appropriate evidence to ensure that all requirements of the unit of study have been satisfied.

AILFE ensures sufficiency in its assessment in accordance with processes outlined in Item 4.10.

4.2 **Ensuring evidence requirements are based on the rules of evidence:**

Whilst each of the rules are important factors in their own right, assessment activities should reflect all rules and not elevate the importance of one at the expense of others.

4.2.1 **Validity** is both a principle of assessment and a rule of evidence. It requires that the assessment process is sound and assesses what it claims to assess:

(a) Assessment against units of competency must cover the broad range of skills and knowledge that are essential to competent performance (as specific in the unit or module)

(b) Assessment of knowledge and skills must be integrated with their practical application (if applicable)

(c) Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods

AILFE ensures valid evidence is required for assessment in accordance with processes outlined in Item 4.10.

4.2.2 **Sufficiency** is both a principle of assessment and a rule of evidence. It relates to the quantity and quality of evidence assessed. It requires collection of enough appropriate evidence to ensure that all requirements of the unit of study have been satisfied.

AILFE ensures sufficiency in its assessment in accord with processes outlined in Item 4.10.

4.2.3 **Authenticity** is to accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

AILFE values the authenticity of assessment evidence and enforces academic misconduct disincentives in accordance with processes outlined in Item 4.6

4.2.4 **Currency** in assessment relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence provided must indicate that the participant is currently competent.

4.2.5 AILFE ensures evidence is current in accordance with processes outlined in item 4.3 and 4.6.

4.3 Providing RPL processes

4.3.1 AILFE will offer the opportunity to undertake ‘assessment only’ through a Recognition of Prior Learning (RPL) process.

4.3.2 Each AILFE teaching program, through its Strategic Leadership Group, will be enabled to provide consistent information, assessment tools and procedures that offer applicants an efficient and supportive RTO lead approach to RPL.

4.3.3 Information on, and the opportunity for RPL, will be provided to all students at the commencement of their program of study and will form the basis of individual learning plans.

4.3.4 A student may also apply for RPL at anytime during their program of study.

4.3.5 RPL may also be offered to all prospective students including existing workers prior to enrolment.

4.3.6 The smallest denomination of recognition will be a defined educational component of study that a student can enrol in individually; a unit of competency for VET.

4.3.7 Evidence considered inferring competence or meeting learning outcomes in an RPL assessment process must incorporate a component that determines the person is currently competent in the area being assessed.

4.3.8 If a successful RPL assessment results in an International student on a student VISA being awarded a reduction in their course duration or course fees, AILFE is required to notify the Commonwealth on PRISMS and reflect this reduction in the student’s records.

4.4 Conducting assessments to support continuous learning and decide outcomes:

4.4.1 A high priority is placed on providing timely and constructive feedback to students to facilitate their learning.

4.4.2 **Formative assessment / Class Activity** is assessment for learning; Formative assessment / Class Activity is used for the purpose of providing students with ongoing feedback as part of their learning. It can also be used for diagnostic purposes to establish learning needs. Formative assessment/Class Activity contributes to Observation report.

4.4.3 **Summative assessment** is the assessment of learning; Summative Assessments and Observation report are the tools used to gather evidence to make the decision if a student is competent or not. It usually takes place over several events that can measure different aspects of competence. It is recommended that Summative Assessments are not a single event on completion of a component of study.

Evidence considered for Summative Assessments collectively ensures that the following have been met:

- rules of evidence
- requirements of the component of study as documented in the Training Package or accredited course
- dimensions of competency (VET sector)
- employability skills (VET sector)

4.4.4 Students experiencing difficulty in meeting course requirements may be invited to participate in a 'Review of Progress for Students at Risk'. This may be initiated by the Trainer or requested by the student. This review will provide the student with an appraisal of their performance, strategies for improvement and a timeframe for a subsequent performance appraisal. Any review of progress should be documented by the Trainer and kept in the student file (Administrative Department).

Where a student has failed in 50% or more of the components of study attempted in the middle of the respective course, the intervention strategy will be initiated.

4.4.5 If an assessment outcome has an impact on subsequent assessments within a component of study, results and feedback will be made available in a time frame which will not disadvantage performance in the subsequent assessment.

4.5 Applying special considerations

4.5.1 AILFE is committed to the promotion, application and outcome of equality of opportunity in education. Assessment procedures should consider and support the needs of all students who meet the inherent requirements of the course.

4.5.2 Applying special consideration encompasses making appropriate adjustments to assessment processes whilst maintaining the integrity of the assessment outcome.

4.5.3 Reasonable adjustment refers to measures or actions taken to provide a student with a disability, the same educational opportunities as everyone else through making appropriate adjustments to assessment processes whilst maintaining the integrity of the assessment outcome.

To be reasonable, adjustments must be appropriate for that person, and must be allowable within rules defined by the training package or accredited course.

4.5.4 Special consideration or reasonable adjustment in an assessment may include, but are not limited to:

- extra reading time
- extra writing time
- break times during an examination
- a reader
- a writer
- an interpreter for deaf and hearing impaired students
- alternative accommodation
- adaptive technology equipment
    - for paper-based assessment, questions on audio/video tape, Braille or CD,
    - enlarged text or re-writes to provide reasonable adjustment to

language
- access to an unannotated bilingual dictionary.

Special consideration

4.5.5 To request special consideration, students must discuss their requirements with their Trainer and submit appropriate evidence or documentation as follows.
Grounds for special consideration in assessment include but are not limited to:

- Illness / medical condition
- English language limitation
- Compassionate
- Religious Observance
- Community Service e.g. Jury Duty

4.5.6 Students will be advised of the outcome of their request for special consideration in writing. A record of the special consideration must be documented by the Trainer and kept in the student file (Administrative Department).

4.5.7 Where a student appeals the decision, the Academic Manager will reassess the request for special consideration and make a decision. If the student deems the outcome to be unfair, they can appeal to a relevant independent body.

4.5.8 If a special consideration intervention is for an International student on a student VISA, the Trainer is required to notify the Academic Manager of the intervention strategy.

4.6 Academic misconduct

4.6.1 Students must ensure that the evidence that they submit for assessment is their own and/or that they acknowledge the work of others appropriately.

4.6.2 Plagiarism is to copy work without acknowledging the source and is a form of cheating. In a study environment, cheating means to act dishonestly in any way so that the Assessor of the work accepts what a student presents as evidence of their understanding of and ability in the component of study concerned.
Student required to provide the reference of the information sourced. Quoting from any source should be limited to not more than 5%.

4.6.3 It is cheating to:

- hand in someone else's work as your own (with or without that person's permission)
- use any part of someone else's work without the proper acknowledgement, including breaches of copyright
- hand in a completely duplicated assignment
- allow someone else to hand up your work as their own
- copy sentences or paragraphs from one or more sources, present substantial extracts from books, articles, theses, unpublished work such as working papers, seminar and conference papers, internal reports,
- computer software, websites, lecture notes or tapes, without clearly indicating their origin

- use notes or other resources without permission during formal testing
- multiple copies, all represented (implicitly or explicitly) as individual work

4.6.4 Once the Trainer has discussed the matter with the student one of the following will occur:

- If it is a minor or unintentional offence the student will be required to undertake redo the assessment to provide evidence of attaining the requirements of the component of study.
- If it is a serious or deliberate offence the student will fail the assessment.

Students are to be advised in writing of the outcome of the discussion. The misconduct will be recorded in the student's file (Administration Department).

4.7 Specifying due dates and approving extensions

4.7.1 Trainer will inform students of due dates for assessments at the beginning of the Unit of competency.

4.7.2 Assessment due date refers to the date for submission of any material or attendance at a scheduled activity to satisfy assessment requirements.

4.7.3 It is the student's responsibility to submit required material or attend and participate in scheduled assessments. If the student is unable to meet an assessment due date, the student may request an extension.

4.7.4 A request for extension must be approved by the Trainer. Student to initiate this by emailing the Trainer. Trainer to consult the Academic Manager for complex cases.

4.7.5 Maximum of 1 week extension will be given.

4.8 Allowing resubmissions of assessments

4.8.1 Resubmission is:

- the submission of an assessment piece after a student has revised it,
- participation again in an assessment event, because the original did not demonstrate that the assessment requirements were met.

4.8.2 Student has a right to a maximum of three submissions per assessment piece/event if the pass criterion for an assessment has not been met. Trainer to notify the student within the marking time frame of 2 weeks.

4.8.3 Student marked 'Not Competent' in the 1st attempt will be given 2 working days to submit the corrections. Student marked 'Not Competent' in the 2nd attempt will be given another 2 working days to submit the corrections. The 3rd correction submission will be finalised.

4.8.3 Further resubmissions may be permitted by the Trainer on a case-by-case basis. This is usually due to special circumstances where a student is able to

provide justification for their request; such circumstances include, but are not limited to: compassionate grounds, sickness supported by a doctor's certificate.

4.8.4 Student wanting to submit their Assessment after the 3rd attempt or **end date of the course** will need to discuss with the Student Services department.

4.10 Validating and moderating assessments

Validation and Moderation of Assessment is conducted in accordance with definitions and practices outlined in the National Quality Council publication; 'A Code of Professional Practice for Validation and Moderation, 2009' which is available on the NQC website:
http://www.nqc.tvetaustralia.com.au/__data/assets/pdf_file/0010/51022/Validation_and
Moderation-_Code_of_Professional_Practice.pdf

The following items draw on the content of this 'Code of Professional Practice'.

4.10.1 Validation involves checking that the assessment tool and process produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course had been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

4.10.2 All Trainers and the Academic Manager will be responsible for overseeing a systematic approach to the validation of assessments.

4.10.3 Moderation is a quality control process. It involves bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same component of study. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.

5. Responsibilities

5.1 Trainers are responsible to ensure

- Due dates are communicated – written on the board and emailed to Student Services when releasing the Units to students;
- All submitted Assessments are assessed in a period of two weeks and results are given to the students;
- a consistent, efficient and effective RTO led approach to RPL is implemented across the program;
- assessments conducted within their work teams comply with:
  - the requirements of the AQF, NVR Standards and the training package;
- assessments are developed, conducted and reviewed in accordance with:

- the requirements of the AQF, NVR Standards and the training package.

5.2 Students are responsible for:

- Undertaking scheduled assessments. If the student is unable to undertake the assessment at the scheduled time, the student must email the Trainer prior to the date of the assessment.
- Initiating the appeals process if not satisfied with the assessment process.
- Applying for special consideration or reasonable adjustments for assessment.

6. Definitions

6.1 Accredited Course: A structured sequence of education and/or training that has been accredited by a state or territory course-accrediting body and leads to an Australian Qualifications Framework qualification or statement of attainment

6.2 AQF: Australian Qualifications Framework

6.3 Assessment: The process of collecting evidence and making judgements on whether competency has been achieved or learning outcomes have been met.

6.4 Assessment Guidelines: The endorsed component of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.

6.5 Assessment tools: The instruments and procedures used to gather and interpret evidence relevant to assessment.

6.6 Competency: The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and employability skills relevant to effective participation in an industry, industry sector or enterprise.

6.7 Component of study: A component of study refers to a unit of competency, module or subject which is the level within the qualification that enrolments are taken and resulting occurs.

Student Progression, Exclusion and Graduation Policy and Procedures

1. Purpose

The aim of this policy is to ensure there are procedures outlining AILFE's rules for meeting course completion requirements, exclusion related to unsatisfactory progress, and processes for student course completion and graduation eligibility.

AILFE requires all students' academic progress is monitored. Students who are listed to be 'at risk' may be provided with advice and assistance to support successful course completion.

AILFE has obligations under both:

- the Education Services for Overseas Students Act 2000 (ESOS Act), including Section 19, and
- the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (the National Code).

Standard 8 of the National Code outlines AILFE's obligations to overseas student visa requirements.

The purpose of monitoring is to identify students who:

- may be at risk of not completing the course within the expected duration, and/or
- are not achieving satisfactory course progress.

By monitoring students, AILFE can identify those for whom an intervention strategy must be implemented.

2. Scope

This policy applies to AILFE Trainers, VET Coordinator, Academic Manager, Administration Manager, Student Services Officer and all students. AILFE assesses course progress for each student in the middle of the respective course.

3. Definitions

Academic Staff	Trainer, VET Coordinator
Course completion and graduation eligibility requirements	Minimum academic achievement required to complete course and be eligible to graduate.
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students.
Intervention strategy	Strategy negotiated between the Trainer/VET Coordinator/ Academic Manager and the student to assist the student to meet minimum academic standards.
National Code 2018	The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students
PRISMS	Provider Registration & International Student Management System
Teaching and Learning Committee	Committee (Trainers/VET Coordinator/Academic Manager/Administration Manager) responsible for monitoring and reporting on quality assurance processes for teaching and learning ensuring day-to-day academic operations meeting quality educational standards
Minimum academic standards	Competent in at least 50% of Units that have been timetabled for completion at the mid-point of the respective course
Academic counselling session	Trainer/VET Coordinator/Academic Manager meeting with student when 1st /2nd /3rd Warning letters are issued by Student Services Department

4. Student deemed 'at risk'

a. There are processes in place to identify students at academic risk, including:

   i. monitoring of student progress by the relevant Trainer in the normal course of teaching and learning
   ii. ongoing diagnostic review of student performance in learning activities and formative assessments/class activities to gauge progress indicating lack of proficiency in areas such as academic skills, English, maths, etc…
   iii. Formal review of student performance in Summative Assessments by the Student Services Officer / Trainer / VET Coordinator and student academic progress in units attempted.
   iv. Advice from Teaching and Learning Committee.

b. Where a student has failed to meet the minimum academic standards, he/she will be deemed 'at risk' of not making satisfactory academic progress.

c. Students identified 'at risk' will be contacted in writing via **1st Warning letter** requesting them to meet with the Trainer to discuss their case and an individual study plan for assistance. Intervention Strategy Form is filled out by the Trainer and signed by both Trainer and student.

d. Student who is still 'at risk' in the next 4 weeks after the 1st warning letter will be issued **2nd Warning letter** requesting them to meet with the Trainer to discuss their case and an individual study plan for assistance. Intervention Strategy Form is filled out by the Trainer and signed by both Trainer and student.

e. Student who is still 'at risk' in the next 4 weeks after the 2nd warning letter will be issued **3rd Warning letter** requesting them to meet with the VET Coordinator / Academic Manager to discuss their case and an individual study plan for assistance. Intervention Strategy Form is filled out by the VET Coordinator / Academic Manager and signed by both parties.

f. The purpose of an academic counselling session is to determine an appropriate intervention strategy that will be put in place. The strategy will be negotiated between the Academic Manager, VET Coordinator, Trainer and the student.

g. The intervention strategy will be activated once agreement is reached with the student. The strategy will include, but is not limited to, the student:
   - Attending tutorial or study groups;
   - Attending counselling;
   - Having their study load reduced;
   - Receiving assistance with personal issues which are influencing progress;
   - Receiving mentoring;
   - Methods to improve cognitive skills;
   - Methods to improve English; or
   - A combination of the above.

h. Students will be made aware in writing of the availability of support processes and services at the various points at which they are identified to be at risk, for example:
   - After course admission processes
   - During their study as a result of unsatisfactory performance in formative learning and assessment activities

i. The Academic Manager will ensure that academic staff responsibilities relating to the strategy are carried out.

j. A record of the academic counselling session (Intervention Strategy Form) will be placed in the student's file.

k. Student's participation and progress in undertaking their intervention strategy will be monitored and reviewed by the Trainer/VET Coordinator/Academic Manager.

5. Student who continues to fail to meet minimum academic standards

a. Student who fails to meet the minimum academic standards in the next 4 weeks after the 3rd intervention strategy has been put in place, will be issued **Intention to Report** via email.

b. In the Intention to Report, the student will be informed of his/her right to appeal the decision. The student will be given the Student Complaints and Appeal Policy and Procedure and the Student Complaints and Appeal Form.

c. Academic Manager will be responsible to attend the appeal with advice of Teaching and Learning Committee. Student Complaint and Appeal Form is filled out by Academic Manager.

d. A student who is permitted to continue their enrolment in the course with specific conditions, but again fails to attain the minimum academic standards or breaches the conditions will have his/her enrolment terminated due to unsatisfactory academic progress.

6. Consequences of termination of enrolment

Student whose enrolment is terminated due to unsatisfactory academic progress or exceeding the period of candidature, but wish to undertake further study, in the same or a different course, must apply to AILFE for re-admission in line with the Enrolment Policy and Procedure.

7. AILFE's Obligations

Under the National Code 2018, AILFE must (i) monitor the course progress of international students, (ii) intervene in the case of students not making satisfactory progress to provide them with appropriate learning strategies (iii) report students who fail to meet satisfactory progress despite intervention strategies and, (v) provide students with documentation regarding these processes.

a. An intervention strategy must be activated for international students who do not meet the minimum satisfactory progress standards mentioned above.

b. After the intervention strategy has been put in place, an international student who fails to meet the minimum academic standards must be notified in writing by the Academic Manager. The Student Service Department will issue an Intention to Report letter to the student and advise the student about the internal appeal process.

c. A student has the right to appeal a decision. The process is as follows:

   i. If the student did not lodge an appeal within the 20 working days then AILFE will have to report the student for unsatisfactory progress to the Department of Education via the PRISMS portal.

   ii. If the student appeals and the internal appeal is not upheld, the student will then be advised about the external appeal process – Overseas Student Ombudsman.

   iii. If the student does not access the external appeal process or if the external appeal is unsuccessful then AILFE will report the student for unsatisfactory progress to the Department of Education via the PRISMS portal.

   iv. During the appeal process the student's enrolment must be maintained. The National Code does not require providers to continue to offer learning opportunities throughout the complaints or appeals process. This is a Provider decision.

Providers may exclude a student from attending classes, but offer and accept student work done in their own time, off-class. Providers should consider that denying students learning opportunities during the appeals process may disadvantage them in their subsequent studies if the appeals process find in their favour.

8. Application for extension of studies

a. Students who fail to complete within the prescribed period and who can reasonably be expected to meet the course requirements within 8 weeks may apply for an extension of time.

b. Student must submit the Enrolment Variation Form to request for the extension.

c. Students who fail to complete the course within the prescribed number of years and the additional time granted by way of extension, will have their enrolment terminated.

d. The final academic transcript will be issued to the student. The student will be advised in writing of the decision and their right to appeal within 20 working days of the date shown on the letter.

9. Graduation

a. The Trainer will monitor student progress and verify that a student has successfully completed all course requirements. The Trainer will report to VET Coordinator to recommend that a student would be awarded a qualification by filling up Assessment Record. VET Coordinator will check the record of all related assessments and notify Student Services Officer to process the qualification document.

b. Student who has outstanding debts shall be advised that any testamur or result notice will not be issued, nor shall he/she be permitted to graduate until such time as the debt has been paid.

ELICOS Attendance Monitoring Policy

1 PURPOSE

Australian Institute of Language and Further Education establishes this policy and procedure to:

1.1 Comply with the requirements of the National Code 2018 - Standard 8 and ELICOS Standards 2018 - Standard C1.1K relating to attendance monitoring for students on an Australian student visa.

1.2 Enable AILFE to proactively notify, counsel, and assist students who are at risk of failing to meet attendance requirements.

2 DEFINITIONS

AILFE/The College	Australian Institute of Language and Further Education
SMS	Student Management System
NIR	Notice of Intention to Report
DoHA	Department of Home Affairs
SSO	Student Service Officer
Attendance	The attendance a student achieves during a Study Period
Study Period	AILFE uses 'term' to define a study period. The term duration, usually a contact period of ten (10-12) weeks, is considered a study period.

3 POLICY

It is College policy to monitor the attendance of students, to identify students at risk, to provide timely and appropriate intervention/support strategies. The college endeavours for all students to complete their course satisfactorily and to comply with their student visa conditions.

4 RESPONSIBILITY

4.1 The Academic Manager and Administration Manager is responsible for the implementation of this policy, and also ensuring that staff members and students are aware of and following this policy.

4.2 The procedure below also outlines the administrative responsibilities of the Academic Manager, Student Service Officer and the Teacher.

5 PROCEDURE

5.1 The following procedure outlines the steps undertaken to monitor attendance for student visa holders. Non-student visa holder's attendance is monitored, however no Attendance Warning letters or NIR letters are sent.

ACTION	STAFF RESPONSIBLE	COMMENTS
At Orientation, student visa holders are informed of the conditions of their visa that pertain to attendance and the various actions that will be initiated when a student is identified to be at risk for unsatisfactory attendance.	• Academic Manager • SSO	• All students receive a copy of the Orientation slides including the minimum 80% attendance requirement • Students are requested to present valid and current medical certificates for absences due to illness to reception (medical certificates don't count towards attendance and student is marked as absent). • Reception staff will photocopy the medical certificate, sign and date it as original sighted. The original copy is handed back to student while a hard copy is kept in the student file.
Prepare hard copies of Class Attendance Sheets for teachers to take attendance	• SSO	• Hard copies will be printed on Friday for the following week and placed in teacher's Class Diaries
Student attendance is taken daily, at the beginning of each session.	• Teacher	• If a student is absent for part of the session (arriving late or leaving early), the appropriate minutes is deducted from their days attendance in 15 minute increments
Collect and upload weekly attendance onto SMS	• SSO	• Completed Class Attendance Sheets are collected on Fridays and uploaded into the SMS
Attendance data is monitored closely to see if a student has been absent for more than 5 (five) consecutive days without approval	• SSO	• SSO calls and sends an email to the student immediately and also informs the Academic Manager via email • Student is asked if there is an emergency or specific situation. SSO asks if counselling is required • SSO asks student to bring in medical certificate (if appropriate) • SSO adds contact log entry into SMS
Attendance is closely monitored every week immediately after data is uploaded into the SMS. Depending on each students Overall Attendance result, the associated action below is taken:	• SSO • Academic Manager	• Every Monday morning an attendance report showing Current Attendance and Overall Attendance data is compiled by an SSO

5.2 The following table outlines steps and actions for sending out 1st Low Attendance Warning Letter, 2nd Low Attendance Warning Letter, and NIR Letters:

ATTENDANCE SCEANRIO	ACTION
Maximum Possible Attendance to date has fallen below 90%	▪ First Attendance Warning Letter is sent to the student's Email address ▪ Student is asked to attend counselling session with SSO ▪ Outcome of counselling (and phone calls if any) to student are recorded in SMS
Maximum Possible Attendance to date has fallen below 85%	▪ Second Attendance Warning Letter is sent to the student's Email address ▪ Student is asked to attend counselling session with Academic Manager ▪ Results of counselling (and phone calls if any) to student are recorded in SMS
Maximum Possible Attendance to date has fallen below 80%	▪ Notice of Intention to Report to DoHA is sent to the student's Email address ▪ The NIR advises the student of the potential breach of visa condition due to unsatisfactory attendance and their right to appeal within 20 working days ▪ Students are advised to provide evidence of compassionate and compelling circumstances (if any) ▪ If the review of compelling and compassionate circumstances is accepted, the student is provided an "outcome letter" advising they will not be reported for Unsatisfactory Attendance for current course. A Student Complaints and Appeal Form needs to be filled up by Academic Manager in this process. ▪ However, if no appeal and compelling or compassionate circumstances documentation is provided and accepted, then the student will be reported for Unsatisfactory Attendance via PRISMS ▪ If a student has submitted an appeal, which is deemed unsuccessful, the student is advised that their appeal is unsuccessful and they have 10 days to externally appeal and provide evidence. Otherwise, the college will report the student for unsatisfactory attendance. ▪ If the student does externally appeal and evidence is provided, the college will place their decision to report on hold, until the external appeal process has reached an outcome. ▪ If a student is to be reported via PRISMS, the Academic Manager will inform the Admissions Manager to report the student for unsatisfactory attendance. ▪ All documents listed above are to be stored in electronic form in the student file.

5.3 College may only decide not to report a student for breaching the 80 per cent attendance requirement where:

- the student produces documentary evidence clearly demonstrating that compassionate or compelling circumstances (for example illness where a medical certificate states that the student is unable to attend classes) apply; and
- College confirms that the student is attending at least 70 per cent of the scheduled course contact hours for the course in which he or she is enrolled.

College will use its professional judgement to assess each case on its individual merits. When determining whether compassionate or compelling circumstances exist, college should consider documentary evidence provided to support the claim, and should keep copies of these documents in the student's file.

5.4 For students who are enrolled in a duration of less than 4 weeks it may not be practical to provide 2 warnings due to the maximum possible attendance being greatly affected by any absences, therefore they will be provided one warning email when their maximum possible attendance falls below 90% and a Notice of Intention Report Letter sent via email when the maximum possible attendance drops below 80%.

ELICOS Course Progress Policy

1 PURPOSE

Australian Institute of Language and Further Education establishes this policy and procedure to monitor the course progress of students and to document the procedures for reporting students with unsatisfactory course progress to DoHA.

2 DEFINITIONS

AR: Assessment Record showing Block Test results in Academic Progress Report of the Summative Assessment.

AILFE/College: Australian Institute of Language and Further Education

DoHA: Department of Home Affairs

Course performance: Fortnightly Formative Assessment results are recorded as the student progresses through the course

Unsatisfactory course progress: Where a student has not achieved the result to move to a higher level after studying at the same level for 2 Study Periods.

Study Period: AILFE uses 'term' to define a study period. The term duration, usually a contact period of ten (10-12) weeks, is considered a study period.

English Coaching: In addition to ongoing constructive feedback using formative assessments, one-on-one "English Coaching" is conducted after the Block Test in weeks 10 of every term. Each session is a chance for teachers to meet with each student individually. The objective is to provide individual and constructive feedback highlighting the strengths and areas that a student needs to work on in order to achieve their desired goals. This is also to help students to actively reflect on their learning achievements. During the session, teachers also provide individual guidance and gauge whether students are maintaining satisfactory course progress. **Academic Progress Report** will be given to students.

Course Progress Meeting Form: Form for students who are struggling to meet course progress requirements, which lists objectives, dates met with staff, intervention strategies etc.

Student Course Progress Folder: Folder which contains Course Progress Meeting Forms for all students who have begun intervention strategies.

3 POLICY

3.1 The College will adopt a proactive approach to monitoring students' course progress and notifying and counselling students who are at risk of failing to meet the accepted course progress requirements. Students who persist in failing to meet course progress requirements, even after attempts by the college to notify and counsel them through the intervention strategy, shall be reported to DoHA in accordance with the ESOS Act 2018.

3.2 This policy and procedure will be made available to students through the student orientation guide and college website.

3.3 The College strongly believes that course progress is closely linked to students' active participation in class learning and assessment activities and achieving the level appropriate results within the time frame of each level and/ or term.

3.4 Teachers will provide information on assessment requirements, conditions and other relevant information to students before the assessment is handed out.

4 RESPONSIBILITY

The Academic Manager is responsible for the implementation of this policy, and also ensuring that teachers as well as students are aware of and following this policy.

5 PROCEDURE for MONITORING COURSE PROGRESS

5.1 In weeks 10 of each term, English Coaching is carried out and course progress is assessed. Students will receive Academic Progress Report during English Coaching Session.

5.2 On a monthly basis, Student Service Officer will generate a report of students who fail to meet the requirements of satisfactory course progress. This report will be sent to English Trainer and Academic Manger and a Course Progress Meeting will be arranged.

5.3 Academic Manager will arrange a course progress meeting with student.

5.4 At the meeting, the student will be asked how they are performing and why they feel they are not achieving the appropriate result to progress to next level. Course intervention strategies will be discussed and recommended to the student (see table below for intervention strategy examples)

5.5 The Course Progress Meeting Form will be completed and signed by student and Academic Manager. A copy will be given to the student and the original will be filed in the Student Course Progress Folder. The student's teacher will be advised about the student's progress and expectations. The student will be advised that they are expected to achieve the result to progress to next level in the following study period, otherwise they may be reported for unsatisfactory course progress.

5.6 If students fail to attend the Course Progress Meeting, Academic Manger will record in Course Progress Meeting Form.

Intervention Strategy Options	Action taken by	Followed up by
Provide extra learning assistance to the student	Main teacher	Academic Management
Ask the student to attend clubs/electives after class	Academic Management	Academic Management
Move the student to a lower level	Academic Management	Academic Management
Set achievable goals/targets with the student	Main teacher / Academic Management	Academic Management
Extra time to complete assessments	Main teacher	Academic Management
Make appointment with student counsellor	Academic Management	Academic Management

* This is not a conclusive list and other intervention strategies may also be used

6 PROCEDURE for NOTICE OF INTENTION to REPORT

6.1 If the student is unable to demonstrate satisfactory course progress during the Study Period after the Course Progress Meeting, the student will be issued a Letter of Intention to Report for Unsatisfactory Progress.

6.2 The notice will inform the Student that he or she is able to access the college's Complaints and Appeals Policy and that the student has 20 working days in which to do so. A copy of this letter is retained within the student's file. If the student does not successfully appeal, the student will be reported for failing to meet satisfactory course progress.

7 PROCEDURE for reporting of student's breach of visa conditions via PRISMS

7.1 If the Student chooses not to access the complaints and appeals processes within the 20 working day period, withdraws from the process, or the process is completed and results in a decision supporting the college, the College will notify DoHA of the student not achieving satisfactory course progress as soon as practicable.

7.2 Copies of all outcomes and notifications related the appeal process is kept on the student's file in accordance with the college's Complaints and Appeals Policy and Procedure.

Student Services & Facilities

Our friendly Student Services Officers are always ready to help for queries regarding a range of matters which includes social, financial, personal, academic and well-being of all students. You may be asked to fill in the Student Request Form prior to the meeting depending on the queries.

The Student Services Department provides direct internal support and assistance in relation to:

> Student Orientation
> Student Cards
> Overseas Student Health Cover
> Grievance
> Academic Support

Student Counseling
Our student services officers are always here to help when student have problem or want to find out more information about the courses, fees, progress, result, etc. You may be asked to fill in the Student Request Form prior to the meeting depending on the queries

> Cultural adjustment
> Language & Literacy support
> Work experience assistance

Student Learning Assistance
Our aim is to motivate, encourage and develop academic skills and promote independent learning. AILFE welcome all students who are whether new to Vocational training or undertaking further qualification.
We can work directly through one-to-one appointment or group meetings.

Academic and Career Advice
Our course advisor provides academic and career advice to help you plan your study pathway, and also assist you with enrolment process, provide advices for career pathways and course progress, services also include:
> Articulation into Australian Universities
> Visa renewal advice
> General Information about RPL and credit transfer

Facilities

> FREE Wi-fi access throughout the college

> Air-conditioned classrooms with TV and data projectors

> Computer-based learning facilities for self study

> Fully equipped student kitchen/ lounge with microwaves, water cooler, fridges and kettles provided

> Student Games and Leisure Room with table tennis, foosball and pool

> FREE inner-city transport to and from the college (CAT bus)

Training Kitchen facility for practical classes: Unit 15&16 Rowallan St Business Centre, Osborne Park WA
Gym facility for practical classes: 1/109 Murray St, Perth WA 6000 (Snap Fitness)

Third Party Industry Partners

– Cookery & Hospitality

Balthazar Restaurant and Wine Bar	6 The Esplanade, Perth
Beaumonde Catering	Unit 1, 129 Broadway Way, Bassendean
BlASTA b Brewing Company	84-88 Goodwood Parade, Burswood
C Restaurant	Level 33, 44 St Georges Terrace
Durty Nelly's Irish Pub	409 Shafto Lane, Perth
The Drift Kitchen	16 Calais Road, Scarborough
East Fremantle Yacht Club	Petra Street, East Fremantle
Funtastico	12 Rokeby Road, Subiaco
Heyder & Shear Catering	35 Shann St, Floreat
Soiree Catering	1 Graylands Road, Showground, Claremont
Hong Kong BBQ	76 Francis Street, Northbridge
Intercontinental Perth Hotel	815 Hay Street, Perth
Mantra on Hays	201 Hay Street, East Perth
Matilda Bay Restaurant	3 Hackett Dr, Crawley
Mend Street Cafe	2/35 Mends Street, South Perth
Nao Japanese Ramen	191/580 Hay Street, Perth
Paste Thai	33 Kearns Cres, Ardross
Peppers Kings Square Hotel	621 Wellington Street, Perth
Pinchos	124 Oxford Street, Leederville
Sandrino Café & Pizzeria	16 South Terrace, Fremantle
Siena's Leederville	115 Oxford Street, Leederville
Sunset Café & Bistro	Shops 1 & 2 The Boardwalk, Palm Beach
The Flour Factory	16 Queen Street, Perth
The Shoe Bar and Cafe	1 William Street, Perth
Tradewinds Hotel	1 Sewell Street, East Fremantle
Woku Cafe	Shop 5, 315 Hay St, East Perth

Third Party Industry Partner List

– Early Childhood Education and Care

Childcare Centre	Address
Maylands Early Learning Centre	29/168 Guildford Rd, Maylands WA 6051
Sonas Childcare Centre	80 Francis Avenue Karrinyup, WA, 6018
Mama Moose Childcare	165 Fitzgerald Street. North Perth
Mulberry Tree Childcare	60 Hinderwell Street, SCARBOROUGH WA 6019
Mulberry Tree Childcare	112/114 Herdsman Parade, Wembley WA 6014
Mulberry Tree Childcare	92 Farrington Road, Leeming, WA 6149
Mulberry Tree Childcare	1243 Albany Highway, Cannington, WA 6107
UWA Early Learning Centre	22 Gordon Street, NEDLANDS WA 6009
Young Smarties Childcare Centre	126A Alexander Road,Rivervale, Perth WA 6103
Tiny Beez Childcare Centre	32 Chipala Rd, Westminster WA 6061
Murdock Early Education	4 Boag Rd, Morley WA 6062
Little People Place	38 Monmouth Street, Mount Lawley, WA 6050
Goodstart Nollamarra	330 Flinders St, Nollamara WA 6061
Buttercups Childcare Centre	156 Aberdeen St, Northbridge WA 6003
Buggles Childcare Centre	367 High Road, Riverton, WA 6147
Smart start Montessori	60 Joel Terrace, Perth WA 6019
Great Beginnings Bentley	81 Manning Rd, Bentley WA 6102
Mosaic South Perth	2 Lawler Street, South Perth, 6151
Play 2 Learn Kindy	55 Farrington Road, Leeming WA 6149
Asilo Childcare	136 Swan Street, Yokine, Perth
Subicare	295 Bagot Road, Subiaco WA 6008
Marjorie Mann	3 Clifton Crescent, Mount Lawley, Perth 6050
Walliston ELC	22 Banksia Road, Walliston WA 6076
Elite Learning	247 Canning Highway, Como WA 6152
Play’s Kool Floreat	82 Brookdale Street, Floreat, Western Australia
Jellybeans	7 Nash Street, DAGLISH WA 6008
Tiny Beaz Education and Childcare	21 Norman St, Karrinyup WA 6018
Little Beginnings Education	56 Victoria St, St James WA 6102
Cannington Early Learning Centre	126 Wharf St, Cannington WA 6107
Nido early learning HOCKING	Nicholas Rd Hocking WA 6056
Mulberry tree Scarborough	240 Scarborough Beach Rd Doubleview WA 6019
Buggles Cherry Court	10 Cherry Court Morley
Care for kids Morley	39 Camboon Rd Morley WA 6062
Great Beginnings Thornlie	190/192 Yale rd Thornlie 6108
Periwinkle child care	68 Gilbertson Rd Kardinya

Additional Information

DIBP – Department of Immigration & Boarder Protection
Phone number: 131 881
www.immi.gov.au

Police Station
Phone number: 131 444

Poisons information
Phone number: 131 126

Legal Aid WA
1300 650 579

ATO – Australian Taxation Office (Tax File Number)
Phone number: 132 861
www.ato.gov.au

Emergency Police/Fire/Ambulance
Phone number: 000

Family Helpline
Phone number: 9223 1100

Alcohol and drug information
Phone number: 9442 5000

Public hospitals/ Medical centres/ Dentist:

Sir Charles Gardner Hospital
Hospital Avenue, NEDLANDS WA 6009
Tel: 9346 3333

Royal Perth Hospital
Wellington Street, PERTH WA 6000
Tel: 9224 2244

King Edward Memorial Hospital (maternity,women)
374 Bagot Road, SUBIACO WA 6008
Tel: 9340 2222

Gemini Health
580 Newcastle Street, LEEDERVILLE WA 6007
Tel: 9328 5233

Roselawn Dental Surgery
348 Oxford Street, LEEDERVILLE WA 6007
Tel: 9444 1551

Princess Margaret Hospital for Children
Roberts Road, SUBIACO WA 6008
Tel: 9340 8222

Useful links to get around Perth:

http://www.perth.wa.gov.au
http://www.transperth.wa.gov.au
http://studyperth.com.au
http://www.experienceperth.com

Incidental Fees

Additional fees and charges (all courses)	
Application Fee (*non-refundable)	$230.00
Enrolment Variation Fee (deferral, commencement date/course change)	$100.00
Late Submission Fee (per assessment)	$50.00
Re-sit Fee (per assessment)	$50.00
Re-assessment Fee (per book)	$200.00
Recognition of Prior Learning/ RPL (per unit)	$250.00
Late Payment Fee (per week)	$100.00
Instalment Plan Fee	$100.00
Replacement of Certificates/ Qualification	$50.00
Interim Statement of Attainment/ Progress Report	$25.00
Replacement student card	$10.00
Ad Hoc Exam Board Meeting - Validation & Moderation Process	$350.00

Australian Institute of Language and Further Education will waive the nominated fee where circumstances of health prevent a student from attending. A medical certificate must be provided.

All prices quoted are inclusive of GST and are payable via Credit Card, EFTPOS, CHQ, Cash or Direct Credit, surcharge occurs when payment via credit card.