



AILFE
AUSTRALIAN INSTITUTE
OF LANGUAGE AND
FURTHER EDUCATION

STUDENT HANDBOOK

Australian Association of Education & Researcht/a

Australian Institute of Language and Further Education

Website: www.ailfe.wa.edu.au

Level 3, 100-104 Murray Street, Perth, WA 6000

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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



Address : Level 3, 100 Murray St, Perth WA 6000
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.



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.



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

General English		
CRICOS Code		Course Name
0100012		General English
099047M		English for IELTS Preparation
Marketing		
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
Management		
Course Code	CRICOS Code	Course Name
BSB50420	104255A	Diploma of Leadership and Management
BSB60420	105498G	Advanced Diploma of Leadership and Management
BSB80120	106904A	Graduate Diploma of Management (Learning)
Child Care		
Course Code	CRICOS Code	Course Name
CHC30121	109262F	Certificate III in Early Childhood Education and Care
CHC50121	109263E	Diploma of Early Childhood Education and Care
Commercial Cookery		
Course Code	CRICOS Code	Course Name
SIT30821	109832K	Certificate III in Commercial Cookery
SIT40521	109715D	Certificate IV in in Kitchen Management
SIT50422	110947M	Diploma of Hospitality Management (Commercial Cookery)
SIT60322	110948K	Advanced Diploma of Hospitality Management
Patisserie		
Course Code	CRICOS Code	Course Name
SIT31021	109742A	Certificate III in Patisserie
SIT40721	109474E	Certificate IV in Patisserie
SIT50422	110947M	Diploma of Hospitality Management (Patisserie)
Hospitality Management		
Course Code	CRICOS Code	Course Name
SIT50422	110947M	Diploma of Hospitality Management (Food and Beverage)
SIT60322	110948K	Advanced Diploma of Hospitality Management
Community Services		
Course Code	CRICOS Code	Course Name
CHC33021	112495G	Certificate III in Individual Support
CHC52021	112494H	Diploma of Community Services
CHC62015	105921H	Advanced Diploma of Community Sector Management
Automotive		
Course Code	CRICOS Code	Course Name
AUR30620	112272M	Certificate III in Light Vehicle Mechanical Technology
AUR40216	112273K	Certificate IV in Automotive Mechanical Diagnosis



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 Thursday (8:30am – 9:00pm)

Friday (8:30am – 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 not 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 AILFE 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.



Student Complaints and Appeals Policy and Procedure

1. Purpose

- 1.1 AILFE is committed to providing 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 intend 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.

Assessment Policy and Procedure

1. Purpose

To ensure that Australian Institute of Language and Further Education (AILFE) has an implemented system to ensure assessments:

- Comply with the assessment requirements of the relevant training package,
- Are conducted in accordance with the Principles of Assessment and Rules of Evidence, and
- Provide clear instructions for both Students and Assessors.

2. Related Documents

Assessment Validation Policy and procedures
Industry Consultation and Engagement Policy and procedures
Continuous Improvement Policy and Procedures
Relevant Training Package Requirements
Unit Assessment Agreement Form
Recognition of Prior Learning/ Credit Transfer Policy
Relevant Training and Assessment Strategy (TAS)
Course Progress Monitoring Policy
Intervention Policy

3. Relevant Legislation

ESOS Act 2000
National Code 2018
NVR Act 2011
Standards for Registered Training Organisations 2015
SMIPA Framework (2015)

4. Scope

This policy and procedure apply to all courses offered by AILFE. All Trainers and Assessors must comply with this policy whenever they are engaged in any aspect of the assessment process.

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

5. Responsibility

The PEO is responsible for the implementation of this Assessment Policy.

Assessors, in consultation with the Compliance Officer are responsible for ensuring that AILFE materials and judgement tools are designed and developed to meet:

- The relevant training package requirements and specifically the Assessment Requirements of each relevant unit of competency, and
- The Principles of Assessment, and
- The Rules of Evidence.

The PEO in consultation with the Compliance staff are responsible for the development and maintenance of the AILFE assessment system, and for informing and monitoring the trainers and

assessors, and relevant support staff practices and behaviours specifically regarding the content of this policy, and compliance monitoring practices.

6. Definitions

Assessments	the action of assessing someone or something including visually or in written form
Assessment criteria	statements that provide Students and instructors with information about the qualities, characteristics, and aspects of a given learning task
Assessment items	A questionnaire, a test or any other activity used to evaluate whether a student has achieved the objectives that have been established
Competency	the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting.
Disability	a disadvantage or handicap, especially one imposed or recognized by the law
Formative Assessment	Monitors a student's learning to provide ongoing feedback that can be used by trainers to improve their delivery and by students to improve their learning and understanding
Summative Assessment	Evaluates a student's knowledge and skills at the end of delivery of a unit by comparing the students' knowledge and performance against the assessment requirements and the benchmark
Unit of Competency	A Unit of Competency is the smallest component of a Training Package that can be assessed and recognised. It gives a description of the skills and knowledge required to perform effectively to a specific standard in a particular workplace role or function.

7. Policy

AILFE recognises that well-designed and correctly implemented assessments are a prerequisite for successful outcomes. Therefore, our policy, procedures and assessment resources refer to the terms, definitions and guidelines contained within relevant authorities and organisations publications. AILFE trainers and assessors are required to be familiar with the following publications and their content:

- The Education Services for Overseas Students (ESOS) Act 2000, (ESOS Act 2000)
- The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)
- The National Vocational Education and Training Regulator Act 2011 (NVR Act 2011)
- The Standards for Registered Training Organisations 2015
- Australian Qualifications Framework (AQF)
- The relevant Training Package and Assessment requirements for each selected unit to be delivered/assessed within an approved AILFE Course.

Further, AILFE will:

- Provide Recognition of Prior Learning (RPL) processes.
- Conduct assessments to support continuous learning and decide outcomes.
- Apply special considerations and reasonable adjustments to assessments as appropriate.
- Value authenticity of assessment work and enforce penalties for academic misconduct.

- Conduct assessment processes ethically.
- Ensure Trainer specify due dates and approve extensions in line with determined parameters.
- Allow resubmission of assessment pieces and supplementary assessments within determined parameters.
- Apply consistent grading schemes to education and training sectors and qualifications within sectors.
- Provide a process for students to appeal against assessment processes and decisions.
- Validate and moderate assessment tools, processes and candidate evidence and assessor decisions.

AILFE Trainers and Assessors are provided relevant induction training and information regarding their being qualified and the expectation of them in knowing, understanding, and applying the following Principles of Assessment and the Rules of Evidence whenever they are undertaking assessment activities on behalf of AILFE.

Principles of Assessment

Whilst each of the principles of assessment play an important part in their own right, assessment activities should, wherever possible be a holistic which reflects all principles where possible and not elevate the importance of one at the expense of another. Refer to Table 1.8-1 as taken from Standards for Registered Training Organisations 2015

Fairness:

The individual student's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual student's needs. The RTO informs the student about the assessment process and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.

AILFE meets these requirements by:

- accommodating individual student's needs in accordance with the process outlined as
- part of special considerations and/or reasonable adjustments, contained within this policy.
- providing students with a copy of the Assessment Cover Sheet on the first day of each unit of competence, outlining number of assessments and assessment dates, as well as details about how and when assessments should be submitted, including format requirements.
- providing the opportunity for students to appeal assessment results as outlined to students on the Assessment Cover Sheet and in the Student Handbook.
- ensuring students have participated in a sufficient number of sessions and have the required skills/knowledge to be deemed 'assessment ready'. Students who have participated in more than 60% of scheduled classes will be deemed assessment ready, unless instructed otherwise by the student. All other students may be required to complete a verbal or written test to prove they are ready for the assessment.

Flexibility:

Assessment is flexible to the individual student by:

- *reflecting on the student's needs.*
- *assessing competencies held by the student. and*
- *drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.*

AILFE meets these requirements by:

- ensuring students are advised of the RPL and Credit Transfer (CT) processes via the AILFE website, within the AILFE brochure, the student Enrolment Application, and the International Student Handbook, and
- accommodating individual student's needs in accordance with the process outlined as part of special considerations and/or reasonable adjustments.
- using a range of appropriate assessment methods, which are reviewed as part of the AILFE Validation process.
- providing students with an opportunity to apply for RPL and CT as outlined in the AILFE RPL and CT Policy and Procedures

Validity:

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual student.

Validity requires:

- *assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance.*
- *assessment of knowledge and skills is integrated with their practical application.*
- *assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations, and*
- *judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.*

AILFE meets these requirements by ensuring our assessments are regularly validated in accordance with our Validation Schedule. Validation includes both practices and decisions.

Reliability:

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

AILFE has a Validation – Assessment Decision process, which is included on our Validation Schedule, this process is to ensure that assessment results are interpreted consistently across a variety of assessors.

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. Refer to Table 1.8-2 as taken from Standards for Registered Training Organisations 2015.

Validity:

The assessor is assured that the student has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirements.

AILFE meets these requirements by ensuring our assessments are regularly validated as per the Validation Schedule.

AILFE meets these requirements by:

- Ensuring students are not permitted to submit assessments more than five (5) weeks after the unit has been completed, as outlined on the Assessment Coversheet and Student Handbook.

- Requiring students to pay additional fees, as outlined in the Assessment Coversheet and Student Handbook. When the assessments are submitted late, thereby encouraging the timely submission of assessments.

8. Recognition of Prior Learning (RPL) process

AILFE provides students with an opportunity to undertake apply and undertake a Recognition of Prior Learning (RPL) process, where applicable. RPL is an 'assessment only' process. For further information, please refer to the AILFE RPL policy and Procedures via the AILFE Website, on request from Student Services, or within the Student Handbook.

9. Assessment Outcomes

At AILFE we acknowledge the importance of providing timely and constructive feedback to students to facilitate their learning. Students Assessment Results (Assessment Outcomes)

and Unit Results (Training Outcomes) will be made available to students including via the Student Management System Portal.

Students will receive their final results after their study break for each term.

For units that include Work Based Training, the assessment due date is the last scheduled date/day of the work-based training placement. Students must allow at least four (4) weeks from receipt of their workplace log book for the outcome of their results. If there are insufficient documents or gaps in the workplace log book then this can take time for the results to be finalised as it depends on how soon the student can fix the gaps.

Assessment results will be provided to each student via Moodle portal and will include specific feedback, including details on any gaps identified (as applicable). Where required, this communication will also include re-submission requirements and details. Where Assessments are submitted late (after the due date/end of unit date), students must allow four (4) weeks from receipt for these assessment for their results to be made available to them. It is the student's responsibility to check for their results on a regular basis; this can be done via their trainer, emailing Student Services, or by checking their AILFE Portal (access via AILFE website).

Assessment decisions can be appealed. Please refer to the AILFE Complaints and Appeals Policy and Procedures for further information - available via the AILFE Website, on request from Student Services, or within the International Student Handbook.

Assessment Feedback is to be provided to each student both via the AILFE Trainer/Assessors and/or using the Feedback section located on each assessment document. Students are also informed that they can check their Assessment Outcomes and Training Outcome via Student Services Staff, and the Student Portal.

Formative assessment (learning activities):

Formative assessment 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. Learning activities are generally conducted in class, or in class groups.

Summative assessment:

Is the assessment of learning; Summative assessment is the tools and processes used to gather evidence to make the decision if a student is **competent or not competent**.

AILFE uses a variety of Summative Assessment Methods including, but not limited to:

10. Assessment Methods

Method	Examples of Methods
A = OBSERVATION	Real work/real-time activities at the workplace and/or a realistic workplace business/industry environment and Workplace activities and timelines within a simulated workplace environment
B = STRUCTURED ACTIVITY	Simulations, Role-plays, Projects, Presentations, Activity sheets <i>(as developed, designed and approved by the AILFE)</i>
C = THEORY/KNOWLEDGE	Written questions, Interviews, Self-evaluation, Verbal questioning, Case studies, Scenarios
D = SUPPLEMENTARY EVIDENCE	Portfolios, Collections of work samples/research, Products with supporting documentation, historical evidence, Journals/logbooks, Information about life experience <i>(as developed, designed and approved by the AILFE)</i>
E = DEMONSTRATION	Products as a result of a project, Work samples/products and actions
F = THIRD PARTY	Reports from employers/supervisors, professional/personal references, Evidence of training, authenticated prior achievements, Interviews with employers, supervisors or peers

Evidence considered for summative assessment, collectively ensures that the following have been met:

- *The rules of evidence*
- *The requirements of the component of study as documented in the Training Package*
- *The dimensions of competency*
- *The employability & foundation skills*

11. Assessment Marking

AILFE trainers and assessors are required to observe the industry “best practice” when marking assessments and making judgements/decisions. The primary purpose of marking is to provide students with quality feedback on their performance. There are three components to marking assessments at AILFE:

Review – where the assessor checks the response the student provides against the assessment criteria and the AILFE provided Benchmark assessment response/requirement then indicates a tick (✓) or ‘S’ for sufficient or a cross for insufficient (X) or ‘NS’- as applicable.

Making a judgement/decision – where the assessor has reviewed all evidence available and makes a decision regarding the student's assessment outcome and determines a student's assessment is S – satisfactory or NS – Not Satisfactory. At this time the trainer must also sign and date in the space provided.

Feedback – where the assessor provides written feedback for the student in relation to the student's overall outcome for the relevant assessment being reviewed.

Please note that on each AILFE assessments document there is an allocated space specifically for entering feedback to the student from the trainer. This space must be used to provide substantive feedback on the student's performance.

As a student progresses through a unit and completes the scheduled and required assessment tasks and activities, they are assessed on each task/activity and provided with an outcome of either; '**Satisfactory** – (S)' or '**Not Satisfactory** – (NS)'.

Assessors will make a determination as to whether the student has satisfactorily completed the assessment task/activity considering **all** of the following:

- all parts of the assessment task have been completed to a standard that satisfactorily meets the requirements of the unit of competency and to the assessment benchmark standard set out in the marking guide and
- sufficient and relevant evidence, has been collected from the student
- student's work is of a standard to be acceptable in the relevant industry workplace.
- student's evidence/submission meets acceptable formatting, expression, language, spelling grammar and other LLN requirements
- the assessment evidence is the student's own work, except as appropriately acknowledged

12. Observation Checklists

Observation checklists form part of the evidence gathering tools specifically with observed students' demonstrable skills and as required within the assessment requirements in the relevant unit of competency. Using this assessment method enables assessors to:

- observe a student in a focussed and directed way,
- to take structured notes that can be referred to when making the assessment decision,
- to provide informed feedback to candidates, and
- to enhance the objectivity of the assessment decision.

As such, these checklists must always be used correctly and completely. This means that all AILFE observation checklists:

- need to contain clearly observable qualities and should not simply be a copy and paste of performances requirements from the unit of competency assessment requirements.
- must have a check or tick box available next to each of the observable qualities
- must have a section located on the observation checklist for assessor and students' comments and feedback
- must have a section for the assessor to sign off the outcomes, comments and/or feedback

or other evidence gatherer.

Note: Observation checklists with some, or all of the above requirements being incomplete and/or missing - will not be acceptable for processing as they do not meet and/or support the principles of assessment and/or rules of evidence.

13. Course Progress Monitoring and Intervention

AILFE will monitor students' course progress which includes monitoring the student's assessment completion rates. Students experiencing difficulty in meeting their course progress requirements will be invited to participate in an 'Intervention Strategy' meeting with the Student Services staff. This may be initiated by the student's trainer, Student Services Staff, or as a result of AILFE's Course Progress Monitoring procedures.

An Intervention Strategy Meeting with the student will provide them with an appraisal of their performance and progress, an opportunity to discuss and agree strategies for improvement, associated timeframes and details of the date/time of a subsequent review of their performance and course progress. An Individual Intervention Strategy and a Student Study Plan is to be developed between the student, their Trainer and/or a Student Services Staff member. A copy of all related correspondence/documentation must be retained on the student record/file and a copy of the Students Intervention Strategy and Individual Study Plan provided to the student for their retention.

14. Special Considerations and/or Reasonable Adjustments:

AILFE is committed to the promotion, application, and outcome of equality. The AILFE assessment procedures and practices ensure students' needs are considered and support provided where required and relevant.

Applying special consideration encompasses making appropriate adjustments to assessment processes whilst maintaining the integrity of the assessment outcomes and the requirements of the relevant unit of competency.

Reasonable adjustment refers to measures or actions taken by AILFE to provide our students with disabilities through appropriate and relevant adjustments in the assessment process whilst maintaining the integrity of the assessment outcomes and the requirements of the relevant unit of competency.

To be reasonable, adjustments must be appropriate for that person, be permissible within rules defined in the relevant training package and conducted in accordance with the principles of assessment and rules of evidence.

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

- extra reading time
- extra writing time
- break times during an examination
- a reader
- a writer/scribe

- an interpreter for deaf and hearing-impaired students
- alternative facility and/or equipment
- adaptive technology equipment
- for paper-based assessment, audio/video versions, Braille or CD, enlarged text or re-writes to provide reasonable adjustment to language

To request special consideration, students must submit a written application and discuss their requirements with their trainer, Student Services staff, and submit appropriate evidence and/or documentation as follows.

Grounds for the request for special consideration in their assessment including, but not limited to:

- Illness / medical condition
- English language limitation
- Language, literacy and numeracy concerns
- Compassionate matters
- Religious Observance
- Community Service e.g. Jury Duty

Students will be advised of the outcome of their written request for special consideration. A record of the special consideration must be documented by the trainer and/or Student Services staff and a copy of all documentation and supporting evidence to be kept in the student's records/file.

Students seeking reasonable adjustment in an assessment must discuss their requirements with a Student Services staff member and/or their trainer, prior to the commencement of the relevant component of study or at the earliest possible time. Students may be requested to provide documentation to support their request for reasonable adjustment.

Reasonable adjustments made to a student's assessment during the class delivery must be communicated to the student in writing by the Trainer – not simply verbally/orally. A written record of the reasonable adjustment requested and/or provided must be documented and a copy placed on the students record/file.

If a student is refused reasonable adjustment in an assessment, an appeal may be lodged (in accordance with the AILFE Complaints and Appeals Policy and Procedures).

All information and supporting documentation associated with an application for reasonable adjustment in assessment is to remain confidential.

15. Academic Dishonesty (Plagiarism/Cheating)

Students must ensure that the evidence that they submit for their scheduled/due course assessments is their own and/or that they acknowledge the work of others involved when and if applicable.

Plagiarism is to copy (including cutting and pasting) work without acknowledging the source, and such activities are also considered to be a form of cheating.

Cheating is when a student misleads, deceives, or acts dishonestly on purpose. In addition, and in an educational and assessment environment this may include cheating on a test, cheating by stealing someone else's idea for a project or by copying a book, report or content off the Internet and turning it in as if it's the students own original work.

AILFE will not tolerate cheating (including plagiarism).

Cheating is defined as:

- handing in someone else's work as your own (with or without that person's permission)
- using any part of someone else's work without the proper acknowledgement, including
- breaches of copyright
- handing in a completely duplicated assessment
- allowing someone else to hand up your work as their own
- copying sentences or paragraphs from one or more sources
- presenting substantial extracts from books, articles, thesis, unpublished work such as
- working papers, seminar and conference papers, internal reports, computer software, websites, lecture notes or tapes, without clearly indicating their origin
- using notes or other resources without permission during assessments
- having several individuals complete the assessment together and hand in multiple copies of the same assessment response / document, all represented (Implicitly or explicitly) as being their individual work
- stealing an examination or solution from a Trainer

AILFE does not condone cheating (including plagiarism) under any circumstances. If a Trainer suspects cheating, they are to investigate further to establish evidence and notify the Supervisor, Student Services of their suspicions and evidence, and set out the concerns to the student in writing, using the Incident Record Form and requesting a time to discuss the matter with them. Once this discussion has occurred, giving the Trainer and student the opportunity to provide relevant information, one of the following will occur:

- If it is a minor or unintentional offence the student will be required to resubmit the assessment, making the necessary adjustments. The penalty is that the student is required to pay the re-assessment fee (Refer to the relevant AILFE course fees and charges on our website, in the Student Handbook or enquire with Student Services).
- If it is outside the allowable assessment time (being the relevant term for the specific scheduled unit) AND if it is a serious or deliberate offence the student will receive a NS (not satisfactory) and/or NC (not competent) result for the assessment/s and the student will be required to re-enrol for the relevant unit and pay the appropriate fees to re-enrol. In this circumstance, students will also receive an official written warning, which advises that any further cheating identified, the student's enrolment will be cancelled for breach of AILFE's Code of Conduct.
- All relevant evidence, discussions and meeting outcomes are to be documented and retained on the students record/files, with students being provided a copy for their own retention and records. Repeated offences of cheating – minor or serious – may result in the cancellation of the student's enrolment, for breach of AILFE Code of Conduct as outlined to the student in the International Student Handbook and this AILFE Policy and Procedures.

Students are to be advised of their entitlement to appeal the decision /outcome and are to be referred to the AILFE Complaints and Appeals Policy and Procedure.

If a student believes that his or her work has been plagiarised or copied, he/she must report the matter at once to the appropriate Trainer or a Student Services Officer.

16. Assessment Submission Fees

AILFE has set four (4) assessment fees payable that may be imposed on students in the following circumstances:

- Late Submission of Assessments
- Re-Assessment
- Re-Enrolment

- Re-sit practical

At the commencement of each unit of competency within a students enrolled course at AILFE, the trainer will in detail each assessment activity and set due date.

The Moodle portal will provide to students for each unit the **DUE DATE** for each assessment, as well as the assessment submission instructions and/or guidelines, additional handouts and the Learner Guide / Student Assessment Booklet.

Students are required to fill out the Student Request Form (SRF) and submit to SSO. The following table outlines the procedure for Trainers to follow, where an assessment fee is required to be invoiced/paid:

Assessment Fee Type	Reason for Fee	Fee Amount	Notes	Procedures for Trainers or Student Services Officer (SSO)
Late Submission of Assessments	Assessments submitted after the due date	\$50 per assessment / per units	<p>Late fees are only due where the assessment is submitted 5 days or more from the Due Date, and where there are no compelling /compassionate grounds to explain late submission.</p> <p>N.B. If the assessment is submitted for the 1st time more than 7 weeks after unit end date, then refer to the Re-enrolment fee section below.</p>	<p>1) SSO to notify trainer the confirmation of the payment.</p> <p>2) Trainer to proceed with marking the assessment and upload into moodle and a copy saved in the student's folder.</p>
Re-Assessment	Fees apply if an assessment is NS/NC due	\$200 per assessment	Re-Assessment fees are only due when a student	1) Trainer to send out the " Re-Assessment Notice " email to the student and copy in SSO.

	<p>to the following:</p> <ul style="list-style-type: none"> • submitting clearly intentionally plagiarised work • submitting work that clearly belongs to another student <p>N.B. If a student's assessment has simple issues related to referencing, <u>fees should not be applied.</u> Trainers/ Course Coordinators should provide assistance for completion.</p>		has exhausted 3 attempts or plagiarised in any of the 3 attempts.	2) Once the Re-assessment is confirmed and new due date has been set by Trainer, SSO will open Moodle submission portal with the new due date for the student and notify the trainer.
Re-Enrolment	<p>Fees apply if a student has not submitted their first submission within seven (7) weeks of the unit being completed*</p> <p>N.B. All student materials say first submission must be submitted within <u>five (5)</u></p>	Per unit fee or term fee (students may need to submit Enrolment Variation Form)	Re-Enrolment fees are only due if a student has not submitted a first submission seven (7) weeks after the unit end date, and if there are no compelling / compassionate grounds to explain the reason, they have not submitted.	<p>Student Services/Admission to process the Enrolment Variation Form.</p> <ol style="list-style-type: none"> 1) SSO to check with trainer and confirm the re-enrolled units and arrange meeting with the student. 2) Once the new study plan is confirmed, SSO will notify Admissions Officer to issue new LOO and/or new timetable.

	<u>weeks</u> of unit completion so there is a discretionary two-week period for trainers before the fee has to be applied.			
Re-sit	Fee applies if student is absent for practical activities such as role plays, presentations, etc	\$50 per assessment / per unit	Re-sit fees are only due if the student was absent for the scheduled practical session and if there are no compelling / compassionate grounds to explain the absence.	<ol style="list-style-type: none"> 1) Trainer to provide the student list to SSO 2) Student to fill out the SRF with SSO's guidance. 3) SSO will confirm a new practical session time for the student/s with the trainer 4) SSO will email the trainer the confirmed schedule.

Please note: Assessments must be submitted within five (5) weeks of the unit end date. If students have not submitted their assessments (first submission) within this timeframe, they will be deemed Not Yet Competent (NYC) and assessment submission fees may apply.

Each of the above situations will result in an additional charge being incurred by the student. As a Trainer, the charging of this fee is **discretionary**, not compulsory; therefore, if a trainer considered that the fees may be 'waived' only in circumstances where the student has discussed their compelling/compassionate grounds for the late submission.

If a fee is appropriate, trainers are to follow the instructions outlined in the "Procedures for Trainers" column in the above table. In addition, you must send out the appropriate "email responses" (detailed above to the relevant student's email address. The responses may be sent from the AILFE relevant assessment email account, or from the Trainers' AILFE email account.

17. Conducting assessment processes ethically

AILFE take all possible steps to identify and/or prevent real or perceived conflict of interest in the assessment process. Examples include, but are not limited to the following circumstances:

- Assessing a family member, relative or close friend
- Assessing a colleague or business associate particularly if the outcome of the assessment can be used to gain employment, promotion, pay increases or other benefits
- Assessing another AILFE staff member, particularly where a supervisor / subordinate relationship exists

- Assessing oneself

If a real or perceived conflict of interest is identified, it is the responsibility of the relevant assessor to discuss the situation with Training Manager and/or Training Manager at the earliest convenience. The Training Manager will determine whether the assessor should progress with conducting the assessment or not - in this specific case and/or, in circumstances where the assessor has already conducted part or all of the assessment, whether there is a requirement for the said assessment should be confirmed by another Assessor.

18. Assessment Due Dates

Students are provided with Moodle login and all Units' Assessment due dates are pre-set in the moodle portal. The assessment due date refers to the scheduled date for the submission of assessment task and/or activity, or the student's attendance and participation in a scheduled activity to satisfy assessment requirements i.e. written assessment, role play activity etc.

It is the student's responsibility to submit the required assessment and/or attend and participate in scheduled assessments on or prior to the scheduled/agreed due date. If the student is unable to meet an assessment due date, the student may request an extension from the assessor. A request for extension must be documented and received and granted by the Assessor prior to the assessment due date. A response from the Assessor to a student's request for extension will be made in writing. This written advice will include a clear timeframe and revised/set due date for the extension and the assessment activities that the extension relates to.

An extension of assessment activities may be granted where a due date disadvantages a student in a significant way. Such circumstances may include:

- compassionate grounds, sickness supported by a doctor's certificate,
- employment obligations supported by the employer
- language, literacy and numeracy requirements of the student

Assessors may request to see evidence of progress towards the assessment activity before granting an extension.

19. Assessment Retention Requirements

As outlined in the ASQA General direction:

Retention requirements for completed student assessment items:

- AILFE is required to securely retain and be able to produce in full at audit if requested to do so, all completed student assessment items for each student, for a period of six months from the date on which the judgement of competence for the student was made.

To ensure compliance with this directive, Student Services and/or the Course Coordinator are required to include specific filing details on the assessment cover sheet. Options available include:

- clearly identifying the Unit Code, Student name and Student ID. The Assessments will be then uploaded into the relevant students record/file by the Academic Staff
- Saved into the approved Archive Folder on the AILFE Academic Server file, details of folder/documents are provided.

20. Industry Consultation

The Standards for Registered Training Organisations (RTOs) 2015, requires AILFE to undertake regular industry consultation and engagement activities. Ongoing partnerships and engagement

activities between AILFE and industry stakeholders is important in ensuring that students have the relevant and required skills, knowledge and capacity required by industry employers.

Improvements generated by industry consultation/industry engagement, are registered and processed as part of the AILFEs continuous improvement process and where relevant, actions may be undertaken and implemented into our training delivery and assessment practices to update and improve the relevant policy and procedure.

21. Training and Assessment Strategies (TAS)

AILFE consult with industry about the selection of units of competence for each new qualification as well as all of our training, delivery and assessment strategies. This consultation extends to discussions and recommendations concerning work experience and employment pathways. In order to ensure that AILFE graduates will have success in finding relevant employment, we ensure the involvement of industry organisations when developing and altering the content of all our courses. We complete Industry Consultation at key points including prior to initial registration, during the planning stages for new courses (Scope and CRICOS application); when significant changes are planned for a qualification (new delivery option or multiple changes to the units being delivered); changes to the training package or accredited course or annually, to ensure that our qualifications contain the most relevant units of competency.

22. Validation of Assessment Practices and Decisions

While AILFE trainers possess a wealth of industry experience, it is extremely beneficial, on occasion, to include representatives from the industries for which we train the current and future workforce, in order to gain current perspective on training materials and industry methods.

23. Work Based Training

All AILFE Commercial Cookery and Hospitality Management courses, Childcare, Individual Support and Community Services courses will require students to complete a mandatory work-based training placement. Each placement includes regular visits by a AILFE Trainer/assessor. The visits are primarily for monitoring the activities and progress of the student, but also serve to ascertain whether the skills and knowledge being demonstrated by the student during the placement, and that they reflect current industry standards and practice.

24. Professional Development (PD)

AILFE is firmly committed to the College policy and procedures in place that requires and enables each Academic Staff member (trainers/assessors) to fulfil the professional development requirements outlined in The Standards for Registered Training Organisations (RTOs) 2015. AILFE Trainers are required to maintain their industry currency and this requirement is the primary purpose of AILFE's PD program. As a corporate member of VELg all trainers do have the sibling membership with VELg.

By encouraging our trainers to interact with industry through professional development, we enable them to:

- have the vocational competencies at least to the level being delivered and assessed
- have current industry skills directly relevant to the training and assessment being provided
- have current knowledge and skills in vocational training and learning
- maintain, upgrade or develop new skills relevant to the current industry needs

25. Assessment Materials Review Process

AILFEs has a Validation schedule for each course, in which AILFE conducts regular validation reviews of our completed student records, assessment materials and judgement tools on all courses held on its scope.

Before the scheduled meeting:

The Compliance Manager maintains a list of all qualifications and chosen units on scope at AILFE, each of these are scheduled to be reviewed, and to ensure that all assessment materials and judgement tools are reviewed in accordance with the training package requirements, student and trainer feedback, and in accordance with industries standards and requirements.

Prior to conducting a review of scheduled unit assessment resources and judgement tools, the Course Coordinator must complete the following:

- Book the qualification/s and/or unit/s to be reviewed and the date and location to undertake the review activity.
- Identify suitable and relevant team members to attend the session; at a minimum the session requires a representative from the relevant program.
- Prepare all the relevant documents to be reviewed during the session. Necessary documents at this stage include but are not limited to:
 - Training and Assessment Strategy
 - Assessment Resources
 - Assessment Instructions to Students and Assessors
 - Completed Assessment Judgement tools
 - Trainer/Assessor Marking Guide
 - Relevant Mapping tools/documents
 - Unit of Competency and Assessment Requirements, available on <http://training.gov.au/>
- Once a validation session has been booked, the Course Coordinator will send out a Google Calendar invitation to each participant as planned/scheduled.

During the meeting:

The Course Coordinator is responsible to record the units reviewed at each session specifically the Assessment Materials and Judgement tools being reviewed, dates, participants, outcomes and actions.

When reviewing assessment materials and judgement tools, each aspect of the Unit of Competency (UoC) requirements (assessment requirements – eg: *performance and knowledge evidence, the unit elements, performance criteria and foundation skills*) are to be analysed and measured against the assessment materials and judgment tool being use for assessment to ensure the unit and its assessment requirements are being met/addressed and in accordance with the Principles of Assessment and Rules of Evidence – as required by the Standards for RTO's, 2015.

All gaps and areas of concern identified and/or requiring changes and/or updating (if any) are to be clearly documented during the meeting by the Course Coordinator and include the recommended actions entered on the required rectification/action section of the document. The Required Rectification/Action section is to include an indication of the tasks/action to be undertaken and the nominated person responsible for the completing/overseeing task/action being undertaken/completed.

After the meeting:

Following the completion of each scheduled Validation review meetings, the Course Coordinator will set a due date for completion of identified and/or required actions listed on the validation document. The Course Coordinator is then responsible for noting a progress check date in the AILFE calendar for following up with each nominated responsible person regarding the allocated action/rectification progress. Each follow up and outcome/completion of task/action is to be recorded on the Validation documents and actions must be saved to the AILFE validation folder on the AILFE server.

On completion/finalising of each task/action:

A final re-review must take place, this must involve finalising the Validation documentation and action plan – indication when there are no further corrections are required against each task/action listed. Once all rectification and/or action is complete and the relevant AILFE documentation, assessment materials and/or judgement tools have been rectified and/or updated (*including marking guides, instructions to assessors and students, strategies, judgement tools and mapping documents*) and are available for implementation and use, they must be registered on the continuous improvement register, all details recorded and updated regarding the version control and authorised by the relevant delegate for release and loading onto the relevant systems and locations.

Prior to releasing, distributing, and replacing current assessment resources, materials and judgement tools, the Compliance Manager is to ensure information eg: emails are sent to all relevant staff and trainers to advise them of the changes and updating of the documentation and/or processes.

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 1 st /2 nd /3 rd 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.	<ul style="list-style-type: none"> Academic Manager SSO 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> SSO 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Teacher 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> SSO 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> SSO 	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> SSO Academic Manager 	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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 Manager 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 Manager 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
BIASTA 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 Nollamara	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 & Border 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://studypertth.com.au>

<http://www.experienceperth.com>



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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.