



AUSTRALIAN INSTITUTE
of LANGUAGE

Student Handbook

2022

Congratulations on undertaking an educational journey with Australian Institute of Language

Dear Learners,

On behalf of all the staff at Australian Institute of Language, we send you a warm welcome and thank you for choosing Australian Institute of Language for your career and academic development.

Your enrolment is an important step in further developing and/or formally recognising your skills and knowledge to assist you in your career aspirations.

We will strive to provide you with a first-class experience that is based on up-to-date practices and skills as used in the workplace and community.

Our vision is to enable learners to achieve their chosen career goals by providing flexibility in accessing training. To provide excellence in the training and support provided to assist you in your path to career satisfaction.

Our goals are to:

- Provide accessible training for everyone;*
- Allow learners to choose their learning pathway and method of assessment to prove competence;*
- Make training enjoyable, supportive and ensure we encourage continued search for knowledge and up-skilling.*

This Learner handbook will provide you with information about Australian Institute of Language, as well as the services we provide and how to enrol.

At any time, if you require additional information, please do not hesitate to contact us on 03 9670 8868 or admin@aile.edu.au.

We also welcome your comments. Tell us about things we have done well, or could have done better, so we can continue to improve our services to our Learners.

Once again, on behalf of Australian Institute of Language team we welcome you and look forward to working with you.

Kind regards,



Eric Zhang (CEO)

IMPORTANT INFORMATION & EMERGENCY CONTACTS

Australian Institute of Language Location & Contact details

Level 2, 388 Bourke Street, Melbourne, Victoria, Australia 3000

Tel: +613 9670 8868

Email: admin@ail.edu.au

Web: <https://www.ail.edu.au/>

Key Contacts

- **CEO - Financial & Student Service:** Eric ZHANG
- **Admission & Administration:** Joyce Zhang
- **Compliance:** Jeffrey WANG
- **Academic & Student Welfare:** Sabrina Shen
- **ELICOS Director of Study:** Martin Fitzgerald

Emergency Telephone Number:

Police, Fire, Ambulance: 000

Tips:

- The country code for Australia is +61
- The city code for Melbourne is 03
- Directory Inquiries 013
- International Directory Enquiries 1225
- Operator 1234

Immigration: Department of Home Affairs (DHA): www.homeaffairs.gov.au

OH&S: www.worksafe.vic.gov.au

Equal Opportunity: www.hreoc.com.au

VET Act (more information related to legislation can be found at the ASQA website): www.asqa.gov.au

ESOS Act: www.aei.gov.au

Privacy: www.privacy.gov.au

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Eastlink Consulting Pty Ltd, trading as

AUSTRALIAN INSTITUTE OF LANGUAGE

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WEB: www.ail.edu.au | TEL. 03 9670 8868 | EMAIL: admin@ail.edu.au

General Information about Australian Institute of Language

About us

Australian Institute of Language is passionate about measuring successful learning outcomes for you. This has meant that we have had to develop robust processes to ensure the success of each learner's education goals. Our approach to providing you a safe, fair, and supported environment to participate in training and assessment. This handbook provides you with some details information about courses offered by the Australian Institute of Language. You can find more information from our website: www.ail.edu.au or by contacting us at admin@ail.edu.au.

You - the Learner

Australian Institute of Language is responsible for the quality of the nationally recognised training and assessment we deliver. This means that we will comply always with the regulations that govern RTOs, being the VET Quality Framework, including the Standards for RTOs 2015 or ESOS/National Code or ELICOS requirements.

To ensure our compliance with the framework and standards above, we implement rigorous internal policies, procedures and systems that ensure that our operations are compliant. In addition, we participate in audits with ASQA and other national and state regulatory bodies upon their request.

As an RTO, Australian Institute of Language is also responsible for issuing your AQF certification documents in line with the procedures outlined in this Handbook.

If at any time you feel we have not met our obligations as an RTO, you have the right to make a complaint following our Complaints and Appeals Policy outlined further on in this Handbook.

This handbook is designed to give you some relevant information about your studies and answer any queries you may have in relation to your training.

Please take some time to read this handbook and if you require any further information, check out our website or give us a call.

We look forward to celebrating your achievements with you. Good luck!

Mission Statement

At the Australian Institute of Language, our mission is to develop your skills, while keeping them current and introducing new skills.

Our values

- Deliver what we promise
- Celebrate achievement
- Promote a culture of continuous improvement
- Be remarkable
- Share ideas
- Work hard, have fun

At Australian Institute of Language, we live by these values and we hope you will too.

Our Objectives

In recognition of our mission, our objectives are:

- Industry Engagement: We recognise the value of industry engagement as the driving force in shaping our training and assessment strategies. We deliver training and assessment services which are founded on industry needs and expectations.
- People: We strive to attract, recruit and retain talented, competent and committed trainers and assessors. We promote excellent performance through leadership and ongoing targeted professional development.
- Safety and Equality: We are committed to providing an environment which is safe, equitable, and promotes a confident and productive training and assessment environment.
- Integrity and Ethics: We conduct ourselves in accordance with shared and agreed standards of behaviour, which holds ethical conduct and integrity as our highest priorities.
- Quality Committed: We aspire to deliver consistent, high quality services, and apply quality systems that support training and assessment superiority.
- Learner Focused: We thrive on providing training and assessment that is learner focused and which supports lifelong learning. We respect our students and strive to attract them time after time through high quality training and assessment experiences.

Courses

ELICOS – General English

Developing a strong all-round proficiency in English is an essential asset for global citizens in the twenty-first century. English opens doors for further study, work and personal connections with people from other countries. It also brings great personal satisfaction and, as such, studying English is a confidence-building pursuit for most learners.

Aspiring learners of English need both structured and unstructured learning opportunities, a combination of both direct instruction and freer practice. Studying in an English college with motivated teachers, an international cohort of classmates and a dynamic environment is an ideal way to develop a high-level of English proficiency.

The General English course gives students a firm grounding in the vocabulary, pronunciation and grammar of English. These areas of proficiency are combined and integrated with the four macro-skills of speaking, listening, reading and writing. These areas of proficiency form the basis of the learner aims, objectives and outcomes for the course.

To achieve these learning outcomes, the needs of the students must be met by aligning the learning outcomes of the course with the content/textbook/syllabus, the pedagogical methodology and the assessment.

Levels:

Elementary - 10 weeks

Pre-Intermediate - 10 weeks

Intermediate - 10 weeks

Upper Intermediate - 10 weeks

Duration: 40 weeks

Student breaks: Maximum 8 weeks. Please apply for student breaks at Reception.

Fees:

- **Tuition fee:** \$280 per week (Max A\$11,200)
- **Enrolment fee:** A\$250 (non-refundable)
- **Materials fee:** A\$10/week
- **Other charges:** Refer to the *Fees, Charges and Refund Policy*.

Location of course delivery site: Level 2, 388 Bourke Street, Melbourne, VIC3000

Course Outcomes

Completion of General English

ELICOS – English for Academic Purposes

The English for Academic Purposes (EAP) course prepares students for further study in an academic setting while also improving their underlying proficiency in English. After completing the course, students may seek to continue their study in foundation studies programs, universities or other tertiary education institutions. The course integrates the four macro-skills of speaking, listening, reading and writing as well as grammar, vocabulary, and academic skills.

The course incorporates themes relevant to a variety of higher education courses so that students are exposed to materials and tasks similar to those they will find in English-medium higher education institutions. The classes seek to give students an understanding of academic culture in English-speaking institutions. The course also recognises that students may have a range of learning styles which need to be catered for using a variety of teaching methods.

During the course, students are required to complete assignments and situations that are similar to those that they will encounter in higher education. The course caters for different learning styles and takes place in a cross-cultural environment which encourages students to draw on their experiences and express their individuality.

Australian Institute of Language course levels incorporate the learning outcomes of, and are informed by, the Common European Framework of Reference.

Levels:

EAP Foundation - 10 Weeks

EAP Advanced - 10 Weeks

Duration: 20 weeks

Student breaks: Maximum 4 weeks. Please apply for student breaks at Reception

Fees:

- **Tuition fee:** \$280 per week (Max A\$5,600)
- **Enrolment Fee:** A\$250 (non-refundable)
- **Materials Fee:** A\$10/week
- **Other charges:** Refer to the *Fees, Charges and Refund Policy*.

Location of course delivery site: Level 2, 388 Bourke Street, Melbourne, VIC 3000

Course Outcomes

Completion of English for Academic Purposes

ELICOS – IELTS Preparation

The IELTS Preparation course prepares students to develop their overall proficiency and maximise their score in the IELTS test. After completing the course, students will be prepared to take the IELTS test. The course integrates the four macro-skills of speaking, listening, reading and writing as well as grammar, vocabulary, and test-taking skills.

IELTS has both a General Training and an Academic version. This course focuses mainly on the Academic format, which is used primarily for entry into higher education courses.

The course is divided into themes of the kind that students would encounter in the test and also in tertiary institutions where the language of delivery is English. As a result, students will be exposed to skills such as listening to lectures and reading academic articles relevant to a variety of higher education courses that they may seek to enter after getting their IELTS score.

During the course, students are exposed to tasks that are similar to those they will encounter in the test. In their assessments they will need to complete mock IELTS tests which are taken from official preparation materials. The course caters for different learning styles and takes place in a cross-cultural environment which encourages students to draw on their experiences and express their individuality. Similarly, the course recognises that students may have a range of learning styles which need to be catered for using a variety of teaching methods.

Levels:

IELTS Foundation - 10 weeks

IELTS Advanced - 10 weeks

Duration: 20 weeks

Student breaks: Maximum 4 weeks - apply for student breaks at Reception

Fees:

- **Tuition fee:** \$280 per week (Max A\$5,600)
- **Enrolment Fee:** A\$250 (non-refundable)
- **Materials Fee:** A\$10/week
- **Other charges** refer the *Fees, Charges and Refund Policy*

Location of course delivery site: Level 2, 388 Bourke Street, Melbourne, VIC3000

Course Outcomes

Completion of IELTS Preparation

BSB50420 – Diploma of Leadership and Management

This course is designed for those who wish to apply knowledge, practical skills and experience in leadership and management across a range of enterprise and industry contexts.

Individuals at this level display initiative and judgement in planning, organising, implementing and monitoring their own workload and the workload of others. They use communication skills to support individuals and teams to meet organisational or enterprise requirements.

They plan, design, apply and evaluate solutions to unpredictable problems, and identify, analyse and synthesise information from a variety of sources.

More information is available via the My Skills

Website: <https://www.myskills.gov.au/courses/details?Code=BSB50420>

Duration: 52 weeks

Fees:

- **Tuition fee:** A\$6,000.00
- **Enrolment Fee:** A\$250.00 (non-refundable)
- **Material Fee:** A\$300.00
- **Other charges** refer the *Fees, Charges and Refund Policy*

Location of course delivery site: Level 2, 388 Bourke Street, Melbourne, VIC3000

Please note, due to Covid-19, this program has been delivered remotely via Zoom

Course structure: Total Number of Units: 12

Code	Title	Unit Type
BSBLDR523	Lead and manage effective workplace relationships	Core
BSBTWK502	Manage team effectiveness	Core
BSBOPS502	Manage business operational plans	Core
BSBPEF502	Develop and use emotional intelligence	Core
BSBCMM511	Communicate with influence	Core
BSBCRT511	Develop critical thinking in others	Core
BSBFIN501	Manage budgets and financial plans	Elective
BSBOPS504	Manage business risk	Elective
BSBOPS505	Manage organisational customer service	Elective
BSBPEF501	Manage personal and professional development	Elective
BSBTWK503	Manage meetings	Elective
BSBXCM501	Lead communication in the workplace	Elective

Course Outcomes

Diploma of Leadership and Management

PSP50916 – Diploma of Interpreting (LOTE-English)

This course is designed for those who wish to interpret from a source language to a target language, in general dialogue and monologue settings where the interpreter is able to physically control the discourse to assist retention and recall. The interpreting takes place where miscommunication or the consequences of errors in communicative intent can be readily managed through consultation and preparation, and where there are opportunities for error correction.

More information is available via the My Skills

Website: <https://www.myskills.gov.au/courses/details?Code=PSP50916>

Duration: 52 weeks

Fees:

- **Tuition fee:** A\$6,500.00
- **Enrolment Fee:** A\$250.00 (non-refundable)
- **Material Fee:** A\$300.00
- **Other charges** refer the *Fees, Charges and Refund Policy*

Location of course delivery site: Level 2, 388 Bourke Street, Melbourne, VIC3000

Please note, due to Covid-19, this program has been delivered remotely via Zoom

Course structure: Total Number of Units: 12

Code	Title	Unit Type
PSPTIS001	Apply codes and standards to ethical practice	Core
PSPTIS002	Build glossaries for translating and interpreting assignments	Core
PSPTIS003	Prepare to translate and interpret	Core
PSPTIS040	Interpret in general dialogue settings (LOTE-English)	Core
PSPTIS041	Interpret in general monologue settings (LOTE-English)	Core
PSPTIS042	Manage discourses in general settings	Core
PSPTIS043	Use routine subject area terminology in interpreting (LOTE-English)	Core
SITXLAN003	Conduct oral communication in a language other than English (Mandarin)	Elective
PSPTIS045	Demonstrate routine English proficiency in different subjects and cultural contexts	Elective
PSPTIS046	Use routine education terminology in interpreting (LOTE-English)	Elective
PSPTIS047	Use routine health terminology in interpreting (LOTE-English)	Elective
PSPTIS048	Use routine legal terminology in interpreting (LOTE-English)	Elective

Course Outcomes

Diploma of Interpreting (Mandarin - English)

PSP60816 – Advanced Diploma of Translating

This course is designed for preparing translators to translate texts where there may be significant equivalence problems between source and target text, the subject of the text has its own specific terminology, or there is need to undertake extensive research and translate complex language and concepts. Specific audiences may be found in commerce and marketing, government and international relations – including immigration, both regular and humanitarian – the media, and sectors generally considered to be professional, such as law, health and medicine, technology and science. Assignments may deal with material which requires significant quality assurance processes as the consequences of mistranslation can be far reaching.

More information is available via the My Skills

Website: <https://www.myskills.gov.au/courses/details?Code=PSP60816>

Duration: 52 weeks

Fees:

- **Tuition fee:** A\$7,500.00
- **Enrolment Fee:** A\$250.00 (non-refundable)
- **Material Fee:** A\$300.00
- **Other charges** refer the *Fees, Charges and Refund Policy*

Location of course delivery site: Level 2, 388 Bourke Street, Melbourne, VIC3000

Please note, due to Covid-19, this program has been delivered remotely via Zoom

Course structure: Total Number of Units: 13

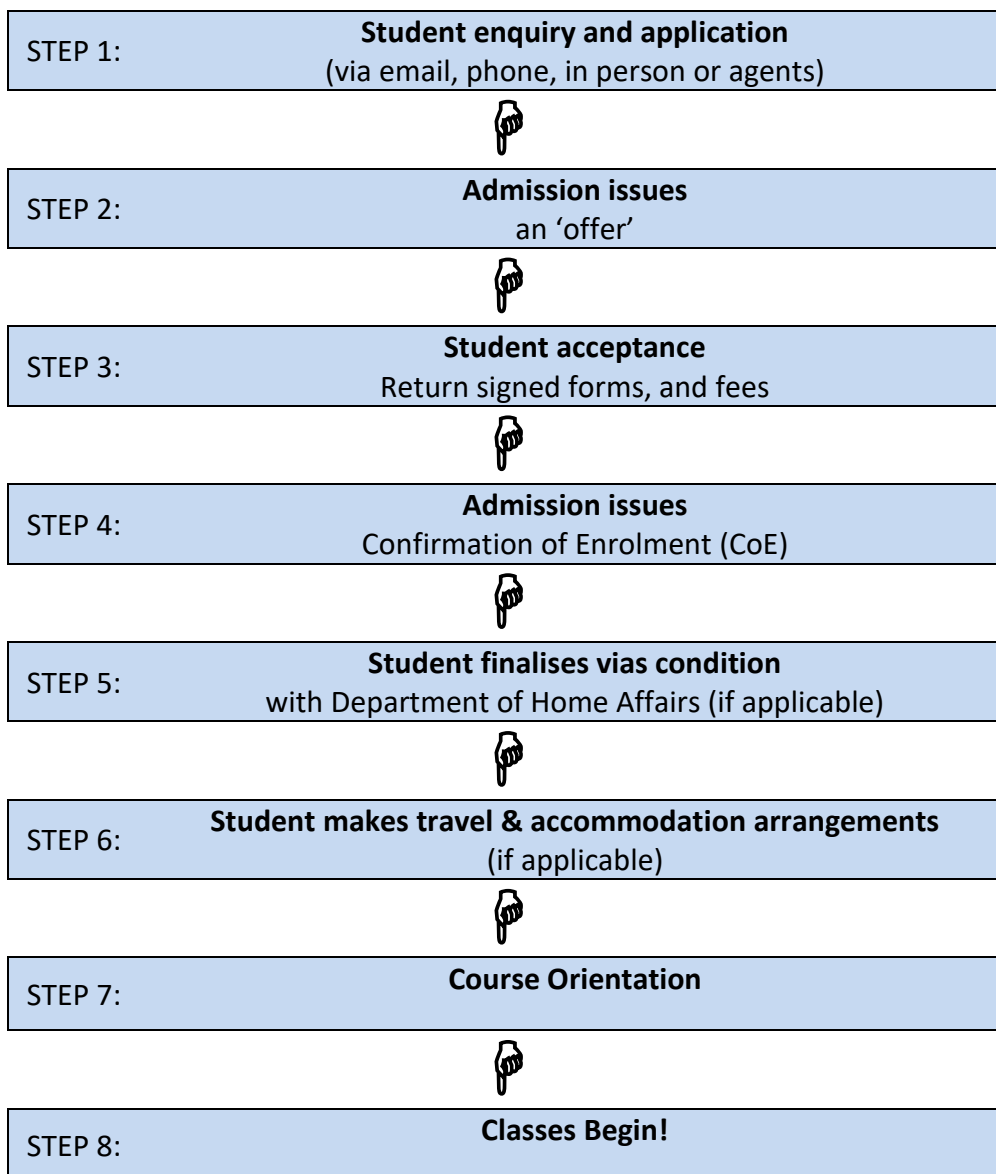
Code	Title	Unit Type
PSPTIS100	Apply codes and standards to professional judgement	Core
PSPTIS101	Negotiate translating and interpreting assignments	Core
PSPTIS060	Analyse text types for translation of special purpose texts (LOTE-English)	Core
PSPTIS061	Quality assure translations	Core
CUFWRT401A	Edit texts	Core
PSPTIS062	Translate special purpose texts from English to LOTE	Elective
PSPTIS064	Read and analyse special purpose English texts to be translated	Elective
SITXLAN006	Read and write documents in a language other than English	Elective
PSPTIS002	Build glossaries for translating and interpreting assignments	Elective
PSPTIS021	Translate and certify non-narrative texts	Elective
PSPTIS066	Apply theories to translating and interpreting work practices	Elective
PSPTIS069	Maintain and enhance professional practice	Elective
PSPTIS072	Use translation technology	Elective

Course Outcomes

Advanced Diploma of Translating (Chinese - English)

Application

Application Step by Step Process Model



Before enrolment

The following information is available to all prospective students prior to enrolment via our website and marketing materials to ensure that the student can make a sound decision based on all the relevant aspects of the training they wish to undertake.

- Information about, amongst other things, all fees and charges.
- Applicable qualifications/courses by the appropriate code and title;
- Outline the currency of the qualifications/courses in question;
- Outline the duration of training and the assessment requirements;
- Specify modes of delivery and delivery locations;
- Specify entry requirements into the course;

Getting started

To enrol in any of the courses, you must submit the following to the admission officer for consideration:

- *Completed enrolment form*
 - *Including all the information/documents required in the form*
- *Copy of passport*

Students should be aware that the information provided by applicants can in some circumstance be required to be passed onto Government Departments.

Any applicant that is concerned about this should:

- Firstly, review the privacy legislation referenced in this manual, and if still concerned
- Contact our compliance or CEO to discuss further the nature of this concern.

Entry Requirements

AIL needs to be satisfied that the student's English language proficiency, qualifications and experience are appropriate for the course. Students planning to undertake a program at AIL must meet the relevant entry requirements of the course.

Age requirement:

- Applicants must not be less than 18 years of age at the commencement date.

Academic entry requirements:

- Year 12 or equivalent achiever, or above

English language requirements:

All applicants must demonstrate English language competency by one of the following means:

- IELTS overall score of 5.5 or equivalent, or
- English Language Intensive Courses for Overseas Students (ELICOS), or
- Completion of a recognized Diploma or equivalent, or above in any discipline delivered in English

PLEASE NOTE

- Diploma of Interpreting applicants, an IELTS overall 6.0 (no lower than 6.0 in Listening and Speaking components) is required to commence training at AIL
- Advanced Diploma of Translating applicants, an IELTS overall 6.0 (no lower than 6.0 in Reading and Writing components) is required to commence training at AIL

AIL may still assess whether the student's English language proficiency is appropriate for the course for which enrolment is sought, should it feel that the student's English does not meet the entry requirement so it may adopt another mode of English testing that satisfies AIL.

Pre-enrolment Interview

A pre-enrolment interview will ensure that all participants are enrolled in an appropriate training program and identify any special needs with their individual learning requirements. Participants who do require assistance or support with any special need, including LLN, can speak confidentially with their Trainer and Assessor. We are here to assist our students in achieving competence.

Language, Literacy and Numeracy (LLN)

All applicants need to demonstrate adequate competency in Literacy and Numeracy (LLN) as part of the enrolment process. An LLN test can be conducted on the student, if we identify a need to evaluate the student's LLN, prior to enrolment. Additional LOTE (Language other than English) test might also need to be conducted for interpreting or/and translating courses applicants.

Orientation

Orientation is conducted prior to the first day of course commencement. Its purpose is to fully inform new students of most aspects of life at AIL and provide an introduction to studying (training and assessing), your trainers, training session arrangements, key contacts, and other issues relating to settle into a brand-new studying and living environment.

Your site induction will also include the following subjects with a record made on the Orientation Induction form:

- Site safety induction
- Site security briefing
- Academic progress/policy
- Attendance policy
- Cancellation, Defer and refund policy

Confirmation that all above information was provided and handouts were distributed is required to be acknowledged by the participant.

Identify the important members of staff because you may need to talk with them later. Introduce yourself to the Admin officer; you may need them in a hurry!

Change of Personal Details

Upon arriving in Australia, you are required to advise us of your residential address, telephone number and email. This is extremely important.

It is your responsibility to ensure that you immediately update your address details with AIL to ensure you receive important information about your course, fees, receipts and any other important information.

If there is a change in your name, address, telephone number or email during the course, you must immediately notify our Admin Officer or the front desk by completing a 'Change of Personal Details' form within 7 days. Students are responsible for maintaining the accuracy of all personal information.

Overseas Student Health Cover (OSHC)

Australia has a very modern and efficient health care system. It is subsidised by the Australian Government. Overseas Student Health Cover (OSHC) is a type of insurance that allows you to use the Australian healthcare system and it covers the costs for any medical or hospital care which you may need while studying in Australia.

If you are an international student studying in Australia, you must purchase an approved OSHC policy from a registered health benefits organisation - commonly referred to as health funds -- before applying for your visa. You will need to buy OSHC before you come to Australia, to cover you from when you arrive. You will also need to maintain OSHC throughout your stay in Australia.

Australia has a special system of health cover for international students called Overseas Student Health Cover (OSHC). You must have health cover for the duration of your enrolment as a condition of your visa requirements. OSHC will help you pay for any medical or hospital care you may need while you're studying in Australia, and will contribute towards the cost of prescription medicines and an ambulance in an emergency. Dental, optical and physiotherapy are not covered.

There are many OSHC providers available in Australia, such as Medibank Private, BUPA Australia, or AHM, etc. We can arrange OSHC for you if you need any assistance in purchasing your OSHC.

The cost of OSHC depends on how long you will be in Australia and your OSHC provider. If your spouse and/or dependent children accompany you to Australia you will need to pay a family premium.

Student Identification Cards (ID)

Student ID is available upon request at the time of commencement. The student is required to provide AIL with a small photograph (driver's license size or passport size) for this purpose.

Students should note that a college issued student card does not entitle the student to travel on public transport at a concession rate. A travel concession card application form will need to be obtained from a Public Transport Victoria for this purpose. AIL is able to endorse this form if requested to do so provided that the relevant terms and conditions are met. This is NOT available to international students at this stage.

Attendance

Each study year is a minimum of 46 weeks and you must attend for that period of time. Each week is 20 hours face-to-face training, minimum, and follows a timetable, including all terms and breaks that is issued during the Orientation process. You cannot complete courses by self-paced learning. You will be required to attend at least 80% of the scheduled classes, unless you are sick and have a medical certificate signed by a registered doctor in Australia. If you are absent for more than 3 days, Admin Officer will contact you to find out where you are and why you are not attending.

Academic Progress

All students have their rate of academic progress monitored to ensure that they complete their course by the end date of their Confirmation of Enrolment (CoE).

You must maintain satisfactory performance standards by passing each of your assessments. The courses you are undertaking are not just knowledge tests and you can be assessed in several different ways but all require you to provide written evidence to demonstrate you know and understand how things are done. These are called Competencies

The students have their unit enrolments stored in our Student Management System. These units define the over-all course requirements as per the accredited course or training package rules.

Students commence their courses at the beginning of any term, and for this purpose it is referred to as an Intake. The stage outlines are supplied to students at the commencement of their studies each compulsory study period (6 terms in one academic year).

We do however identify students at risk of making unsatisfactory course progress at the end of each term and initiate strategies as early as possible.

It is imperative that all assessments are completed at the end of each study period to enable you to move onto the next study period, failure to do so will require you to meet with your course coordinator/trainer and compliance manager to discuss further strategies, and may result in you being placed on a study plan to monitor your academic progression.

Working whilst Studying

If you were granted a Student visa on or after 26 April 2008, you and your dependent family members will already have Permission to Work automatically included with your visa. Further information about on the conditions that apply to working while studying is available. Consult www.homeaffairs.gov.au for specific information.

You can only work a maximum of 40 hours per fortnight whilst you are in Australia on a student Visa during any scheduled study period/term. Your course does not include any work as part of your study. You are here to learn not work.

Do not work longer than the allowed 40 hours per fortnight as Immigration do conduct checks to ensure you are not breaching your Visa condition not to work. In addition, whoever employs you for that period has a responsibility under our Immigration law and can be charged with serious offences with expensive repercussions.

Check with immigration if you are unsure.

Training and Assessing

Australian Institute of Language provides learner-centric training

- We offer innovative, responsive and learner-centric training that reflects the learning styles and needs of our learners and industry.
- We consult with industry and incorporate feedback into our training and business operations.
- We create innovative methods of training delivery and skills development that improve people performance, productivity and employment opportunities and are responsive to the needs of our learners.

Australian Institute of Language therefore provides:

- Learning that is professionally and workplace relevant and improves career opportunities
- Flexible training options, recognising the needs of each individual learner
- Training Consultants/Trainers with recent and relevant industry expertise who are required to maintain currency in their industry experience
- Innovative and responsive training delivery
- Expertise to identify and clarify training needs and delivering training that meets those needs
- Learning programs that make sense in the work environment
- Learners with the required skills for the present and future
- Where appropriate, practical, hands-on skills linked to underpinning knowledge
- Learning environments that adapt to change
- Learning that leads to career advancement

Your Vocational Trainers and Assessors

Australian Institute of Language will ensure that the responsibility for the management and coordination of training delivery and assessment (including the recognition of prior learning and recognition of current competencies), staff selection and professional development is clearly identified and undertaken by a person or persons with relevant qualifications and experience.

Australian Institute of Language will ensure that all Trainers and Assessors have:

- the necessary training and assessment competencies as determined by the National Quality Council (Currently, Australian Industry and Skills Committee) or its successors;
- have the relevant vocational competencies at least to the level being delivered or assessed;
- can demonstrate current industry skills directly relevant to the training program being trained/assessed; and
- will continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.

Your Trainer and Assessor can provide you with assistance on any aspect of the course content, resources or assessment activities.

Vocational Training Sessions

- There are five 4-hour sessions, totalling 20 hours face-to-face training per week, including coffee and lunch breaks.
- A trainer/assessor will be available during this time to deliver the training session.
- Please refer to <https://www.ail.edu.au/> or contact administration for more details.

ELICOS Training Sessions

Students may be able to choose the Morning, Afternoon or Evening schedule depending on their own availability and on the scheduling of particular courses and levels. Please refer to <https://www.ail.edu.au/> or contact administration for more details.

Vocational Training Support

The teaching and administrative staff of Australian Institute of Language are available to provide general advice and assistance with matter such as studying, homework, accommodation, English language problems and counselling.

- A trainer will be available to assist students with training support immediately following the session or students may make individual appointments via admin officer.
- Training support can also be provided to Individual students via telephone and email after the training sessions or on request from the students via admin officer.
- Generic learner support such as study skills, employability skills, etc. will be provided during these one-on-one support sessions.
- Students will be provided training support after the training sessions for the course or on their request via admin officer.

Students requiring special or intensive assistance will be referred to an appropriate external service. Any costs associated with the external service will be at your own expense.

Individual learning and reflection

- Learners are required to process what they have learnt during their reading and research, contemplate on their future professional career and apply the learning to their own life and work experience.
- All students will be provided a list of recommended books and resources to complete their individual learning and reflection.
- Individual student reflection is designed to fulfil two purposes:
 - Personal growth
 - Personal application

Individual learning and reflection may or may not include:

- Study undertaken by the learner in their own time
- Completing supplementary activities
- Additional resources
- Web links/ references
- Real life case scenarios and decision-making processes
- Additional resources
- Journals, newsletters and magazines

Flexible Learning Strategies & Assessment Procedures

We customise our training/assessments to meet your specific needs. If you are having difficulty achieving competency in any module please discuss the matter with your lecturer/trainer and where possible alternative learning/assessment strategies will be provided to you. This may, for example, be on-or off-the-job assignments or projects.

Reasonable adjustment

An adjustment is a measure or action taken to assist a student with a disability to participate in training on the same basis as other students. An adjustment is reasonable if it takes into account the student's learning needs and balances the interests of all parties affected, including the student, the provider, staff and other students.

Identification of Special Needs

At the time of enrolment, every student is required to complete an Application for Admission, which is an Agreement between both parties for the delivery of vocational training and assessment services. Implicit within this Agreement is the corporate policy to assist learners to attain the best possible outcome from the training service provided.

It should be noted that the above do not constitute a disability. Without the accompaniment of a disability, each is a disadvantage and is not addressed by the Disability Standards.

The compliance manager or CEO will consult with each student in private. Discussion will focus on the student's need(s), his/her view of the assistance required, and how best to address the need(s). Possible options could be additional English language classes, special tutoring, and/or outsourcing of specialized assistance.

Modes of Delivery and Assessment

Training and assessment are based on face-to-face training sessions to develop the knowledge and theoretical understandings of each unit. Classroom settings will ensure full access to computer (for trainer), Internet, whiteboards, workbooks.

Practical or case study tasks will be set for each unit and will be fair to each student.

Assessments given to participants will occur in set tuition time (observational based assessments) and outside class time (project-based assessments).

Assessment is carried out by the comparison of your skills and knowledge, against the requirements of the Standards. Assessments are not a stressful activity. They are conducted in a relaxed and friendly atmosphere. Do not regard your assessment as an examination. Your trainer/assessor simply needs to know which competencies from your course you have mastered, and which competencies require further practice and will be flexible in the assessment method used.

It is your long-term interests to ensure that all of the skills necessary for the job have been mastered; our aim is to help you to learn those skills in the right way.

Holistic Assessment

Holistic assessment focuses on the assessment of whole work activities rather than specific tasks or components of a work activity. In conducting a holistic assessment, the assessor develops an image or picture of how a competent worker would perform the activity.

Having established the image or picture of competence, the assessor then identifies the evidence that the candidate needs to show competence and the techniques that would be used to gather the evidence. Using this information, the assessor then reviews the evidence and decides whether the candidate is competent.

Competency Based-Training and Assessment

Competency involves the specification of skills and knowledge and their application to a particular standard of performance required in the workplace.

In competency-based training you have to demonstrate the skills that you are learning. These are recorded to provide evidence of your skill should anyone ask in the future. You will be asked to perform within the group and you must be aware that at all times, you are learning and being assessed even if it is a group activity.

Forms of Evidence

In general, basic forms of skills evidence include:

- Direct performance evidence - current or from an acceptable past period from:
 - extracted examples within the simulated workplace;
 - natural observation in the simulated workplace; and
 - simulations, including competency and skills tests, projects, assignments
- Supplementary evidence, from:
 - oral and written questioning;
 - personal reports; and
 - Witness testimony.

Educational Standards

Australian Institute of Language strictly follows policies and management practices that maintain high professional standards in the delivery of education and training services and which safeguard the interests and welfare of its learners and, where relevant, their employees.

Australian Institute of Language maintains a learning environment that is conducive to the learning and professional development of learners. Australian Institute of Language has the capacity to deliver the Education and Training programs on its scope of registration and will ensure that the facilities, methods and materials used in the provision of training will be appropriate to the needs of the learner and outcomes to be achieved.

Australian Institute of Language maintains compliant systems for recording and archiving learner enrolments, attendance, completion, assessment outcomes, and recognition of prior learning, complaints, qualifications and statements of attainment issued.

Australian Institute of Language will treat all personal records of learners confidentially and complies with the national privacy standards.

Third Party Arrangements

The course will be delivered by staff directly employed by Australian Institute of Language. No third party has been engaged to deliver the training and assessment.

Student Support, Facilities, and Resources provided to the students

Student Support Services

Australian Institute of Language will comply with all laws relevant to the operation of the training premises, including workplace health and safety and fire safety regulations.

Australian Institute of Language will ensure that training facilities, equipment and other resource materials are adequate for the Training Programs being delivered and are maintained in good order and repair.

Australian Institute of Language will ensure that student needs are proactively identified, prior to enrolment, via pre-training interview

Support for positive learning outcomes

Australian Institute of Language provides support to all students to ensure positive learning outcomes:

- Students facing personal difficulties that may affect their learning should approach Compliance manager or CEO for personal/career advice and counsel.
- Assistance may include a deferment of study, help with a Special Consideration application, or referral to further student support service or external counsellor.
- Students who specifically require assistance with study skills can obtain practical advice on assignment writing; course-specific language and learning skills; and assistance with any language, literacy or numeracy problems.
- Students will be given adequate time to work on assessments and projects.
- All assessments/projects will be assessed at the completion of each unit.
- Australian Institute of Language can organise information and assistance regarding any disability related matters as per Commonwealth Disability Discrimination Act 1992.

Staff available to students with learning needs

- **Financial & Student Service:** Eric ZHANG: eric.zhang@ail.vic.edu.au
- **Admission & Administration:** Joyce Zhang: admin@ail.vic.edu.au
- **Compliance:** Jeffrey WANG: jeffrey.wang@ail.vic.edu.au
- **Academic & Student Welfare:** Sabrina Shen: sabrina.shen@ail.vic.edu.au
- **ELICOS Director of Study:** Martin Fitzgerald: martin.fitzgerald@ail.vic.edu.au
- Your trainer & assessors

How assistance is available to students

Assistance is available to all students via numerous modes:

- Telephone Australian Institute of Language to speak with their trainer/assessor;
- Discussion with trainer/assessor in class or after the class hours
- Email a specific query or
- Telephone Australian Institute of Language at 03 9670 8868 or email admin@ail.vic.edu.au for all other queries.

VET Student: Trainer Ratio

25 (students): 1 (trainer) / per classroom

ELICOS Student: Trainer Ratio

18 (students): 1 (trainer) / per classroom

Students at risk

- Australian Institute of Language has intervention strategies, including student support services available to enable students to complete qualifications in expected time frames.
- Students at risk of not completing within this time frame are identified as early as possible.
- Students failing to progress in line with the Australian Institute of Language 's course progression policy and procedure and/or any provisions implemented for any unit of competency assessment are automatically regarded as being "students at risk" and supported via an appropriate intervention strategy.

Learner resources, facilities

- Assessment pack (student)
- PowerPoint presentation
- Learner workbook or materials
- Staff available to students to address their learning needs
- Assessment materials for all units of competency and additional training documents as required.
- Administrative Support Required
- Templates and additional resources to complete the assessment tasks.
- Access to several free learner tutorials, tools and videos

Additional resources available to students

- Meeting Individual Student Needs Reference
- Learning and Assessment Resources
- Updates from the Industry news

External Support Services

For students requiring additional support with their studies, work or life, Australian Institute of Language provides the following referrals to community organisations that may be able to assist you. Please note that some of these services may attract a fee which is payable by you.

Reading and Writing Hotline

Telephone: 1300 655 506 Website: <http://www.literacyline.edu.au/index.html>

For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.

Centrelink

Telephone: 131021 Website: www.centrelink.gov.au

If you are completing a full-time course you may be eligible for benefits through Centrelink.

Australian Human Rights Commission

Telephone: (03) 9281 7100 Website: <https://www.humanrights.gov.au/>

The Commission can resolve individual complaints about discrimination, sexual harassment and racial and religious vilification by offering a conciliation process that is confidential, impartial, free, and simple.

You can also discuss disability rights and direct you to a network of advocates. This support may include making representation on behalf of individuals with a disability, helping individuals to advocate for themselves or helping others to advocate for them.

Lifeline

Telephone: 13 11 14

Anyone can call Lifeline. The 13 11 14 service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. If you feel that you might need telephone counselling, you can call about anything that might be troubling you.

Reach Out

Website: www.reachout.com.au

Reach Out is a web-based service that inspires young people to help themselves through tough times, and find ways to boost their own mental health and wellbeing. Their aim is to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways they know work for young people.

Legal Aid Victoria

<https://www.legalaid.vic.gov.au/>

Living in Melbourne

Australia

Australia is a land of contrasts - sweeping golden beaches, coral reefs rich with marine life, tropical rainforests, mountain ranges, vast grazing lands and sparse deserts. One of the oldest continents, Australia is the only country to occupy an entire continent.

Surrounded by the Indian and Pacific Oceans, Australia has many animals and plants that are unique on the planet. The surface geology is typically old and flat, with a major mountain range stretching down the eastern coast and another mountain range in the north west of the continent.

Victoria

About 36% of Victoria is forest. The Murray is the State's longest river and there are a number of large inland lakes. Victoria's vast coastline extends over 1600 kilometres, bordering the Southern Ocean and Bass Strait and separating the Victoria mainland from Tasmania.

Victoria is the most densely populated of Victoria's States and Territories. Some 26% of all Australians live in Victoria, and Melbourne is the nation's second largest city and capital of this state.

Melbourne

Melbourne is the capital of the State of Victoria. It is situated on the Yarra River and around Port Phillip Bay, and is an attractive, spacious city with parks, gardens, sporting venues and scenic places. The population is approximately 4 million.

Melbourne is a world-renowned cultural, artistic, financial and communications centre, served by an international airport, a cargo and passenger seaport, and rail links to neighbouring States. Melbourne, once voted the world's 'most liveable city', enjoys clean fresh air and beautiful parks and gardens.

Melbourne is considered to be the shopping capital of Victoria and offers some of Australia's biggest shopping complexes as well as sophisticated, exclusive boutiques and a host of lively and popular markets.

One quarter of Melbourne's population was born overseas, making it one of the world's most multicultural cities. There are now people from 140 nations living harmoniously together. This broad ethnic mix has brought many benefits to the city, including a wide range of cuisines and over 2,300 restaurants, bistros and cafes. Bustling Chinatown, in the heart of the city, serves up the finest of Asian cuisine and culture. Several other Melbourne streets are dedicated to Vietnamese, Japanese, Italian and Greek food - cuisine to suit every palate and many to suit a student's budget.

Melbourne has an excellent public transport system with trams, trains and buses providing an extensive network throughout the city and suburbs.

Melbourne is only a short distance from many beautiful beaches, as well as the Victorian mountain regions, where skiing is popular during winter.

Accommodation

Students can rent an apartment, flat or house or share a flat or house with other people (an arrangement called "share accommodation"). When making a decision about where to live, students need to balance the cost of higher rents and lower transport costs in the city areas with the lower rents and higher transport costs of living in the suburbs.

Renting an Apartment, Flat or House

Renting an apartment, flat or house means students can choose who lives with them, and may be a good choice for students who prefer their independence. It also means that students may need to buy (or rent) all their own furniture.

The estate agent will ask renters to sign a contract (tenancy agreement or lease) with the owner, agreeing to stay in the place for a minimum period of time (usually 6 or 12 months).

Students need to make certain that the accommodation is suitable for their needs and that they can afford it. The average apartment or flat ranges from \$200 - \$350 per week (one bedroom) or \$350 - \$500 per week for a larger flat or house (two/three bedrooms). A bond or security deposit equal to one month's rent will also need to be paid. A bond is money paid to the landlord or real estate agent in case a renter doesn't fulfill their responsibilities. It is refundable after a renter moves out of the flat or house, provided they leave the property in reasonable condition and fulfill their obligations under the lease. Rental properties can be accessed via www.realestate.com.au – this site offers a range of accommodation with various real estate agents throughout Melbourne.

Sharing an Apartment, Flat or House

This type of rental accommodation can only be arranged after arrival in Melbourne. In a shared apartment, flat or house each person usually has his or her own bedroom and shares the bathroom, kitchen and living areas with other people.

Costs depend on the size of the residence and the number of people sharing. The average price of a room ranges from \$180 to \$320 per week, plus an initial payment for the bond or security deposit. Food costs can be shared, with everyone paying an agreed amount per week, or each person buying his or her own food.

In most households the cost of electricity, telephone rental and other bills are shared equally (approximately \$50 per week).

Hostel Accommodation

Hostels usually have bathroom, living and leisure areas that are shared with other residents. Some hostels include meals in their fees, whilst at other hostels, people cook for themselves. Single rooms are available at most hostels but this is more expensive than sharing a room. Prices vary from \$150 to \$350 per week. There may be other charges, such as a bond (security deposit) and appliance charges.

Homestay

Homestay arrangements typically cost around \$180 to \$270 per week. Homestay families provide students with a private single room with bathroom and laundry shared with the family. Meals are usually included in the cost but this varies to meet the needs for the family and student. Self-catering homestay is sometimes available and offers a cheaper alternative. This is a reliable way to find a reputable family to live with.

For more information, please refer to: www.student-accommodation.com.au or www.homestaydirect.com.au

Accommodation Issues

If a student chooses to rent or live in shared accommodation or organise a shared accommodation house they should be aware of their legal rights and responsibilities.

Most of this information is contained in a booklet called “Renting: Your Rights and Responsibilities”. This booklet includes tenants' rights in rental accommodation and their responsibilities, such as household maintenance and paying the rent on time. An electronic copy of this booklet is available from www.consumer.vic.gov.au (go to the Resource Centre section and click on “Publications”).

Students may also be responsible for paying for the cost of the connection of the utilities; i.e., to have gas, electricity, water and telephone turned on. When leaving a rental property, the electricity, telephone, water and gas companies need to be notified so that students are no longer responsible for the bills.

Finally, when moving into a place, students need to make sure that they clearly understand all of the documents (including all terms and conditions) before signing them.

If students would like clarification of any accommodation documents, they can ask one of our Student Support Officers for assistance.

Living Costs

Melbourne is a reasonably priced city, providing good quality affordable living. Students will need a minimum of AUD\$22,000 to AUD\$25,000 per year (excluding tuition fees) to cover living expenses. This will cover accommodation, food, telephone calls, health care, transport, books, clothing and entertainment. The exact amount will vary according to each student's lifestyle.

Fruit, vegetables and meat are available fresh and at reasonable prices. Clothing and personal effects are usually good quality and available at a wide variety of prices.

Employment

International Students are not allowed to work until they have started their course. They can work up to 40 hours a fortnight while their course is in session (excluding any work undertaken as a registered component of their course of study or training) and they can work unlimited hours during scheduled course breaks. However, students should be aware that work may not be readily available and they should not depend on this form of income for support.

For further information, call the Department of Immigration & Border Protection enquiry line on 131 881, or go to <https://www.homeaffairs.gov.au/trav/stud>

Students wishing to undertake paid employment will need to apply for a Tax File Number (TFN), which is a number used by the Australian Tax Office to identify people when they pay tax. A TFN can be obtained by going to the local post office and asking for an application form, or by visiting www.ato.gov.au, clicking on “For individuals” and following the links. A TFN should be kept in a safe place and not disclosed to anyone other than an employer or bank.

Employment Rights

There are a number of external agencies that can assist with employment related issues:

Worksafe Victoria & Occupational Health - Worksafe Victoria is the manager of Victoria’s workplace safety system, and provides information on work cover and workplace occupational health & safety issues. For more information, please visit the website: <http://www.worksafe.vic.gov.au/about-worksafe-victoria/about-worksafe-victoria>

Equal Opportunity Commission - Receives complaints from people who feel they have been treated unfairly, have been discriminated against or is experiencing sexual harassment. For more information, please visit: www.humanrightscommission.vic.gov.au or phone 1300 292153.

Australian Taxation Office - Provides information on taxation and superannuation issues. For more details, please visit: www.ato.gov.au or phone 132 861 for an appointment.

Wage Line - Provides information on rates of pay and conditions of employment, award information, and employee entitlements regarding annual leave, sick leave, redundancy pay, superannuation and related issues. For more information, please visit www.wagenet.gov.au or phone 1300 363 264

Job Watch - Investigates exploitation in employment and training, and handles complaints and inquiries from the general public regarding annual leave, notice pay, sick leave, redundancy pay and related issues. For further detail information, please visit: www.jobwatch.org.au or phone 03 9662 1933 or 1800 331 617.

Fair Work Australia - FWA functions broadly to facilitate agreement making between employers and employees about wages and conditions, and to ensure that a safety net of fair minimum wages and conditions is established and maintained. For more information, please refer to <https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/rights-and-obligations/international-students>

AIL Policies, Procedures, Legislative and Regulatory requirements and obligations

Quality Assurance and Improvement - Education and Training operations

Australian Institute of Language will comply with all laws relevant to the operation of the training premises, including workplace health and safety and fire safety regulations and ensure that the training premises are of adequate size and have adequate heating, cooling, lighting and ventilation.

Australian Institute of Language will ensure that training facilities, equipment and other resource materials are adequate for the Training Programs being delivered and are maintained in good order and repair.

Australian Institute of Language has clearly documented procedures for managing and monitoring all Education and Training operations and reviewing learner /employer satisfaction.

Education and Training Guarantee

Australian Institute of Language guarantees that it will deliver education, training and assessment and support services to each enrolled learner in order to complete the course or qualification into which they are enrolled and for which the appropriate fee has been paid.

In the unlikely event that unforeseen circumstances prevent Australian Institute of Language from honouring this commitment, Australian Institute of Language will take all necessary steps to ensure that training is completed in accordance with its contractual obligations to the enrolled learner.

Should the RTO cease delivery of any training and assessment, a refund for the unassessed work of the course will be provided to the student or student will be transferred to other training provider.

Legislative Requirements

Australian Institute of Language will comply with all relevant Commonwealth and State legislation and legislative requirements relevant to its operation and its Scope of Registration.

Key legislation with which Australian Institute of Language must comply:

- National Vocational Education and Training Regulator Act 2011
- Equal Opportunity Act 1995 and Racial and Religious Tolerance Act 2001
- The Disability Act 2006, Disability Discrimination Act 1992, Racial Discrimination Act 1975 and the Disability Regulations 2007 (the Act)
- The Working with Children Act 2005 (the Act)
- The Privacy Act 1988 (Cth) and National Privacy Principles
- Workplace Health and Safety Act 2011
- Work, Health and Safety Regulation 2011
- Public Records Act 1973
- Commonwealth Safe Work Australia Act 2008
- Commonwealth Taxation and Superannuation Legislation
- Fairwork Act 2009 and Fairwork Regulations 2009
- Children, Youth and Families Act 2005
- Community Services Act 1970
- Health Records Act 2001
- Commonwealth Anti-Money Laundering and Counter-Terrorism Act 2006 and associated legislation
- Commonwealth Corporations Act 2001 and associated legislation
- Commonwealth Competition and Consumer Act 2010
- Competition Policy Reform (Victoria) Act 1995
- Fundraising Act 1998
- Health Professions Registration Act 2005
- Health Services Act 1988
- Mental Health Act 1986 and regulations
- Guardianship and Administration Act 1986
- Gambling Regulation Act 2003
- Alcoholics and Drug-dependent Persons Act 1968
- Alcoholics and Drug-Dependent Persons Regulations 2002
- Drugs, Poisons and Controlled Substances Act 1981 and regulations
- Food Act 1984
- Liquor Control Reform Act 1998

- Do Not Call Register Act 2006
- Independent Contractors Act 2006
- The Copyright Act 1968
- Age Discrimination Act 2004
- The Victorian Equal Opportunity Act 2010 and the relevant Acts relating to discrimination in the various States in which RTO delivers training.
- Victorian Qualifications Authority Act 2000
- Anti-discrimination Act 1991
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Discrimination Act 1992
- Racial Discrimination Act 1992
- Racial Discrimination Act 1975
- Freedom of Information Act 1982
- Learner Identifiers Act 2014
- Australian Privacy Principles (APP) – Schedule 1 of the Privacy Amendments (Enhancing Privacy Protection Act 2012)

All staff and learners at RTO must also meet the following regulatory requirements:

- ASQA (Australian Skills Quality Authority)
- VET Quality Framework (VQF)
- The Australian Qualifications Framework (AQF requirements)
- Other applicable legislation and regulation as relevant to the courses being delivered.

In addition, staff and learners at Australian Institute of Language must also meet various particular legislative requirements, mentioned in the training packages and legislation register.

Principles of Training and Assessment

Training and assessment strategies developed by Australian Institute of Language will adhere to the following principles:

- Training and assessment strategies are developed for each qualification / unit of competency that will be delivered and assessed;
- All training programs will require the development of a training and assessment strategy for full and partial completion of a qualification;
- Each training and assessment strategy will be developed in consultation with industry representatives, trainers, assessors and key stakeholders;
- Training and assessment strategies will reflect the requirements of the relevant training package and will identify target groups;
- Training and assessment strategies will be validated annually through the internal review procedures.

Principles of assessment

To ensure quality outcomes, assessment should be:

- Fair
- Flexible
- Valid
- Reliable

Fair

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

Flexible

To be flexible, assessments should reflect the learner's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the learner; and support continuous competency development.

Valid

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- Assessment against the units of competency must cover the broad range of skills

- Knowledge that is essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliable

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results are consistent with assessment outcomes. Reliability requires the assessor to have the essential competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Rules of Evidence

These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is:

- Validity
- Sufficient
- Authentic
- Current

Validity

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

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the learner's own work.

Current

In assessment, currency relates to the age of the evidence presented by a learner to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Preparation and Submission of Assessment

Australian Institute of Language may use the following assessment methods to evaluate the learner competency:

- | | |
|------------------------|--|
| • Written/Oral tests | • Demonstration |
| • Workplace Assessment | • Third party reports and observations |
| • Observations | • Projects |
| • Role-plays | • Other assessment methodologies which align with the qualification and learner requirements |
| • Work books | |
| • Written Tasks | |

In keeping with the principles of competency-based assessment, the determination of competence will be based on the evidence gathered on at least three occasions, rather than on isolated assessment activities or events.

Trainers and Assessors will gather evidence of competencies over the duration of the Training Program. Throughout each unit of competency there will be a variety of assessment tasks and you will be consulted during this process to ensure that your individual learning style is taken into consideration.

Don't be hesitant about assessment tasks, as they are designed to find out how you are progressing with your learning and what progress you have made towards achieving the required competence. More formal assessment strategies are used to consolidate the evidence bank that you have been developing.

Allowed attempts to demonstrate competency/ Reassessment

Australian Institute of Language allows learners two opportunities to be assessed as competent. Should a learner not achieve competence after two attempts, they will be required to pay \$350 for re-assessment.

Evidence of competence Transition

Evidence may include:

- Work station and fact sheet tests
- Written answers
- Trainers & Assessors observation notes
- Project work
- Workplace mentor evaluations
- Checklists
- Demonstration of skills
- In-house tests

Work placement

N/A

Assessment Submission

Your trainer will suggest a suitable timeframe/deadline to submit your assessment unless otherwise not specifically mentioned on your learner assessment tool.

You must ensure that you complete all details on the Assessment Cover Sheet including your Name, Course Code and Course Name, and sign and date at the bottom of the cover sheet.

You are highly recommended to keep a copy of your completed assessments.

Assessment Extensions

It is expected that students will submit assessments by the due date however we understand that where special circumstances exist, an extension of time may be required. If you do require an extension of time for an assessment, you will need to complete an Application for Assessment Extension Form and send to admin@ail.edu.au together with appropriate supporting documentation, at least 48 hours before the due date. The form will be available to contact with the student support officer/admin.

The following factors will not be regarded as suitable grounds for granting of an assessment extension:

- a. Normal/routine demands of employment and employment-related travel;
- b. Scheduled anticipated changes of address, moving to a new house, etc.;
- c. Demands of sport or extra-curricular activity (other than to represent in state, national or international sporting or cultural events);
- d. Recreational travel (domestic or international);
- e. Planned events, such as wedding.
- f. You need to contact your Trainer/Assessor to discuss any personal/academic issues that may be impacting on your ability to study effectively.

Course Monitoring

All students are appointed a Trainer/Assessor, who is responsible for the delivery and monitoring of their nationally recognised qualification.

Students who feel that they may require additional support in the learning environment as a result of disability, language, culture, gender, age or other perceived barriers should discuss this with their Trainer/Assessor.

Should you experience any difficulty that may be affecting your progress please discuss this with your Trainer/Assessor.

Review and evaluation processes will occur at regular intervals over the duration of your training program. You are encouraged to provide feedback regarding training delivery and assessment strategies to improve the quality of the learning you receive.

National Recognition - Recognition of Prior Learning (RPL) and Credit Transfers (CT)

All learners will be offered the opportunity to apply for Recognition of Prior Learning (RPL) and Credit Transfer. Learners can apply for RPL or Credit Transfer prior to commencement of the course and delivery of the relevant unit(s). RPL and Credit Transfer will be offered and processed according to Australian Institute of Language's Assessment policy and procedures.

Recognition of Prior Learning (RPL)

Prospective learners will be made aware of the RPL policy and process prior to enrolment in to the program, via discussions, orientation, Pre-Enrolment and Post Enrolment student information through student handbooks and Australian Institute of Language's website.

Learners can demonstrate competency through formal, non-formal and informal learning:

1. formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
2. non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
3. informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Learners are encouraged to apply for RPL prior to or immediately after formal enrolment but prior to the facilitated delivery of units to ensure that they do not miss any learning opportunities offered should they be unsuccessful in the RPL process.

Credit Transfer

Australian Institute of Language recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation.

The Australian Institute of Language Recognition of Prior Learning Policy outlines in detail the specific Australian Institute of Language process to be followed for granting Recognition of Prior Learning and Credit Transfer. RPL tools, applications and documentation are available for all units of competency.

Transitioning to New Qualifications

Where a qualification or unit of competency has undergone changes, according to the transition arrangements from the industry you may be transferred to the replacement qualification as soon as practicable. The Australian Institute of Language will inform you of any potential changes to ensure you are not in any way disadvantaged.

Access and Equity

Australian Institute of Language is an equal opportunity employer and is committed to developing policies and practices that eliminate discrimination and harassment in the workplace and also its education and training programs, and in the provision of its services. Australian Institute of Language has a legal responsibility to ensure that all reasonable steps have been taken to prevent discrimination and harassment from occurring in the workplace and training environment.

We are committed to providing a fair and equitable learning and working environment for all learners and staff. In offering education program(s) as part of our Registered Training Organisation (RTO) status we aim to provide learning programs and pathways where program design, course content and all aspects of the training and assessment process are available in a way that allows equality of educational opportunity to all learners. We promote fair and equal access, for all learners and potential learners, regardless of characteristics such as their gender, sexuality, race, nationality, ethnic background, age, marital status, religion, pregnancy, political convictions, physical disability or intellectual impairment.

We seek to create a training and education environment free from all forms of discrimination and harassment, including sexual harassment, and which enables all learners to understand the education program in which they are enrolled/wishing to enrol to their full potential.

Access and equity cover three broad areas: Discrimination, Harassment and Affirmative Action. Each of these areas is supported by legislation at the State or Federal level; this includes but is not limited to the following:

- **Federal Legislation:**
 - Age Discrimination Act 2004 (Cth);
 - Australian Human Rights Commission Act 1986) (Cth);
 - Disability Discrimination Act 1992 (Cth);
 - Racial Discrimination Act 1975 (Cth);
 - Sex Discrimination Act 1984 (Cth);
 - Work Place Gender Equality Act 2012 (Cth); and
 - Fair Work Act 2009 (Cth).
- **State Legislation:**
 - Victoria Equal Opportunity Act 1995 (VIC)

Sexual Harassment

Australian Institute of Language is firmly committed to providing equal employment opportunities and educational outcomes for all staff and learners. We recognise that these achievements are dependent on the elimination of sexual harassment from the working and learning environment.

Australian Institute of Language recognises that it is the legal responsibility of management to take all reasonable steps to ensure that staff and learners are not subject to sexual harassment.

Racism

Australian Institute of Language is firmly committed to providing a working, teaching and learning environment that is free from racism. Racism not only denies a person's fundamental human right to respect, it reduces their opportunity to gain a fair share of society's valued resources, such as education and employment.

Australian Institute of Language recognises that the achievement of equal employment opportunities and equal educational outcomes is dependent on the provision of a discrimination and harassment free environment. Australian Institute of Language understands the community's racial and ethnic diversity and acknowledges that people from a non-English speaking background and indigenous people, in particular, have experienced and continue to experience institutional disadvantage, racial prejudice and discrimination.

Australian Institute of Language expresses unconditional rejection of racist behaviour and its commitment to eliminate racism in its organisational structure through the provision of training programs that are equitable, accessible and culturally inclusive.

Disability

Australian Institute of Language Staff and learners should be mindful of the following principles:

- Persons with a disability have the same rights and responsibilities as other members of the community and should be empowered to exercise those rights and responsibilities.
- Persons with a disability have the same right as other members of the community to:
 - respect for their human worth and dignity as individuals
 - live free from abuse, neglect or exploitation
 - realise their individual capacity for physical, social, emotional and intellectual development
 - exercise control over their own lives
 - participate actively in the decisions that affect their lives and have information and be supported where necessary, to enable this to occur
 - access information and communicate in a manner appropriate to their communication and cultural needs
 - services that support their quality of life

Privacy

Australian Institute of Language staff and contractors collect, store, use and disclose personal information in accordance with the thirteen (13) Australian Privacy Principles of the Privacy Act 1988, thereby safeguarding confidential information in accordance with the Standards for Registered Training Organisations (2015).

Open and Transparent Management of Personal Information	• RTO will manage personal information in an open and transparent way. This includes having a clearly expressed up to date Australian Privacy Principles Privacy Policy.
Anonymity and Pseudonymity	• The APPs give individuals the option of not identifying themselves, or of using a pseudonym. Limited exceptions apply.
Collection of Solicited Personal Information	• Australian Privacy Principles 3, outlines when an APP entity can collect personal information that is solicited. It applies higher standards to the collection of 'sensitive' information.
Dealing with Unsolicited Personal Information	• How RTO deals with unsolicited personal information is covered by APP4.
Notification of the Collection of Personal Information	• Outlines when and in what circumstances an APP entity that collects personal information must notify an individual of certain matters.
Use or Disclosure of Personal Information	• Outlines the circumstances in which RTO may use or disclose personal information that it holds.
Integrity of Personal Information	• An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.
Cross-border Disclosure of Information	• Outlines the steps RTO must take to protect personal information before it is disclosed overseas.
Adoption, use or disclosure of Government related identifiers	• Outlines the limited circumstances when an organisation may adopt a government related identifier of an individual as its own identifier, or use or disclose a government related identifier of an individual.
Quality of Personal Information	• RTO must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete. The organisation must also take reasonable steps to ensure the personal information it uses or discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure.
Security of Personal Information	• RTO must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. RTO has obligations to destroy or de-identify personal information in certain circumstances.
Access to Personal Information	• Outlines RTO's obligations when an individual requests to be given access to personal information held about them by the organisation. This includes a requirement to provide access unless a specific exception applies.
Correction of Personal Information	• Australian Privacy Principle 13 outlines the obligations in relation to correcting the personal information it holds about individuals.

Charter of Human Rights and Responsibilities Act 2006

The following rights need to be protected and can be implied into staff responsibilities:

- Privacy and reputation

A person has the right:

- not to have his or her privacy, family, home or correspondence unlawfully or arbitrarily interfered with; and
- Not to have his or her reputation unlawfully attacked.

- Freedom of thought, conscience, religion and belief

Every person has the right to freedom of thought, conscience, religion and belief, including:

- the freedom to have or to adopt a religion or belief of his or her choice; and
- The freedom to demonstrate his or her religion or belief in worship, observance, practice and teaching, either individually or as part of a community, in public or in private.

A person must not be coerced or restrained in a way that limits his or her freedom to have or adopt a religion or belief in worship, observance, practice or teaching.

- Freedom of expression

I. Every person has the right to hold an opinion without interference.

II. Every person has the right to freedom of expression which includes the freedom to seek, receive and impart information and ideas of all kinds, whether within or outside Victoria and whether:

- orally; or
- in writing; or
- in print; or
- by way of art; or
- In another medium chosen by him or her.

III. Special duties and responsibilities are attached to the right of freedom of expression, and the right may be subject to lawful restrictions reasonably necessary:

- to respect the rights and reputation of other persons; or
- For the protection of national security, public order, public health or public morality.
- Peaceful assembly and freedom of association
- Every person has the right of peaceful assembly.

Consumer Rights and Consumer protection

On 1 January 2011, the Australian Consumer Law commenced and the Trade Practices Act 1974 was repealed and replaced by the Competition and Consumer Act 2010. The Australian Consumer Law provides for:

- National consumer protection and fair trading laws
- Enhanced enforcement powers and redress mechanisms
- A national unfair contract terms law
- A new national product safety regime
- A new national consumer guarantees law

Training Evaluation/ Feedback – Quality Indicators

RTO surveys its learners and employers using the Quality Indicators.

Three Quality Indicators have been endorsed by the National Quality Council (NQC):



Learner engagement

An Agent Satisfaction Survey is completed by all students referred by an agent between first 2 - 4 months of their course of study. A Student Satisfaction Survey will be conducted by all students at the first 3~4 moths and then at 6~8 moths of their course study.

All completed and returned surveys will be reviewed by the Compliance management. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed during Management Meetings, along with follow up actions if they are required.

At the completion of each calendar year the Compliance management is required to collate all data for the year using the '[ASQA Quality Indicator Annual Summary](#)' form.

A copy of all completed Learner Engagement surveys will be maintained for a period of 12 months as evidence of the data collection process.

Employer Satisfaction

Australian Institute of Language must gain feedback from employers using the '[Employer Questionnaire](#)' available from the Department of Industry (<http://industry.gov.au/skills/NationalStandards/Documents/AQTFEmployerQuestionnaire.pdf>).

The 'Employer Questionnaire' form is completed by all employers once per year. At a set date each year (currently the 1st July) all employers currently engaged with Australian Institute of Language shall be sent the Employer Satisfaction Survey. These surveys will be collected and collated by the Compliance Management.

All completed and returned surveys will be reviewed by the management. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed during Management Meetings.

At the completion of each calendar year the Compliance Management is required to collate all data for the year using the '[ASQA Quality Indicator Annual Summary](#)' form.

A copy of all completed Employer Engagement surveys will be maintained for a period of 12 months as evidence of the data collection process.

Competency Completion

Australian Institute of Language is required to provide ASQA details on the competency completion data. This data is to capture the number of enrolments and qualifications completed and units of competency awarded in the previous calendar year. This data from the previous calendar year includes:

- The number of enrolments for each qualification code
- The number of enrolments completed for each qualification code
- The number of enrolments for each unit of competency
- The number of units completed for each unit of competency

The Competency Completion Online System (CCOS) is required to be used to report this data and it is the responsibility of the Compliance Management to enter the data as required.

This information will be used by Australian Institute of Language to gauge how well learner needs are being met and to identify areas for improvement on training and assessment services. The results will be discussed and reviewed at the first RTO Meeting of each calendar year.

Reporting Quality Indicators Data

All data must be reported to ASQA by the 30th June of the following calendar year and the Compliance Management will be responsible for this reporting process.

Data must be submitted using the required forms as listed on the ASQA website – [Data Provision](#)

The Compliance Management must submit their quality indicator data reports in full to qidata@asqa.gov.au by close of business on 30 June.

A copy of all reports and e-mails shall be maintained in the 'Quality Indicators Folder'.

Individual Rights to Access Personal Information

Individuals may access their personal information by contacting Australian Institute of Language in writing. Access is generally granted within 30 days of receiving the written request.

Storage and Security of Personal Information

Australian Institute of Language stores Personal Information in both paper and electronic form.

Hard copy information is kept under locked security. Personal Information stored on computers is, where practical, password protected.

Australian Institute of Language's policy is to dispose of personal records that are no longer in use unless they are required to be stored for accountability, liability or other policy reasons. Where this is the case, such records are stored separately from the operational information.

Updating Personal Information

Australian Institute of Language monitors the quality and accuracy of personal information that it maintains and where practical, updates that information on a regular basis.

Individuals can update their personal information at any time by contacting Australian Institute of Language.

Marketing

Australian Institute of Language will market its Vocational Education and Training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other provider or Training Program.

Australian Institute of Language will not state or imply that the nationally accredited Training Programs other than those on their scope of registration are recognised by the Australian Skills Quality Authority

Australian Institute of Language has in place policies and procedures to ensure that advertising and marketing meets both the RTO Guidelines, as well as the national guidelines and protocols for Advertising and Marketing, as required by the Australian Quality Training Framework.

This ensures that all advertising and marketing strategies are:

- True and honest
- Accurate
- A part of the approved scope of registration
- Approved by the RTO Training Management Team

Workplace Health and Safety

Australian Institute of Language has in place policies and procedures to ensure that staff, visitors and guests are provided with a safe environment in accordance with the Work Health and Safety Act 2011.

Deferral, suspension or cancellation of enrolment

Student initiated deferral or suspension of enrolment

Students may initiate a request to defer commencement of studies or suspend their studies. Students wishing to defer the commencement of studies or suspend their studies must apply to do so in writing to AIL using the student deferral, suspension or cancellation application form or in writing by email, fax or post.

Student cancellation of enrolment

Cancellation of enrolment will trigger the refund arrangements in the agreement between AIL and the client organisation. Students who cancel their enrolment and think a refund is due must apply for a refund. Refund applications must be made in writing to the Administration. The refund application form, available from Administration, may be used as the written application. Written applications for refunds will also be accepted by mail or by email. Refunds will be made within 28 days of receipt of a written application.

College initiated suspension or cancellation of enrolment

AIL may decide to suspend or cancel a student's enrolment on its own initiative as a response to breaching the student code of behaviour through misbehaviour, a poor academic record or poor attendance by the student. If AIL is intending to initiate a suspension or cancellation of enrolment a warning letter will be sent to the student's currently notified address and the student will have 20 working days from the date of the warning letter to complain or appeal against AIL suspension or cancellation.

College deferral of commencement

AIL may also decide to defer the commencement of a course. If AIL defers the commencement of a course the provider default conditions in the agreement between AIL and the client organisation will be triggered and AIL will be obliged to repay any unspent pre-paid fees received by AIL in respect of the student within 14 days of the date of deferral unless alternative arrangements can be made which are acceptable to students.

Complaints & Appeals

Despite all efforts of Australian Institute of Language to provide satisfactory services to its students, complaints may occasionally arise that require formal resolution or students may appeal against a complaint outcome or educational determination (e.g. assessment result).

Staff also has the right to avail themselves of this process.

We will approach all complaints and appeals with an open view and attempt to resolve issues through discussion and conciliation. Where a complaint cannot be resolved through discussion and mediation, AIL acknowledges the need for an appropriate external and independent agent to mediate between the parties.

We understand individuals' concerns regarding confidentiality and is totally committed to fair treatment respecting and upholding individuals' rights to privacy protection under the Australian Privacy Principles (APPs) contained in The Privacy Act amended 1988 (Cth). We respect the privacy rights of all individuals in the workplace. Australian Institute of Language has implemented a program to ensure compliance with the APPs.

We understand that despite all its efforts to provide satisfactory services to its students, complaints may occasionally arise that require formal resolution. Students have the opportunity to have any complaint or appeal resolved and resolutions reached that attempt to satisfy all parties. There is no cost to the student unless the referral is made to a third party.

Complaints and appeals may be made in relation to any of the following:

- AIL, its trainers, assessors or other staff;
- Any third party providing services on AIL's behalf, its trainers, assessors or other staff;
- Assessment/RPL outcome;
- Fees and refunds/re-crediting or
- A student of AIL.

Complaints may be made in relation to any of AIL's services and activities such as:

- The application and enrolment process
- Marketing information
- The quality of training and assessment provided
- Training and assessment matters, including student progress, student support and assessment requirements
- The way someone has been treated
- The actions of another student

Appeals should be made to request that a decision made by AIL is reviewed. Decisions may have been about:

- Course admissions
- Refund assessments
- Response to a complaint
- Assessment outcomes / results
- Other general decisions made by AIL

Australian Institute of Language is committed to developing a procedurally fair complaints and appeals process that is carried out free from bias, following the principles of natural justice. Through this policy and procedure, we ensure that complaints and appeals:

- Are responded to in a consistent and transparent manner.
- Are responded to promptly, objectively, with sensitivity and confidentiality.
- Are able to be made at no cost to the individual.
- Are used as an opportunity to identify potential causes of the complaint or appeal and take actions to prevent the issues from recurring as well as identifying any areas for improvement.

The complaints and appeals policy and procedure and form are made available to all students and potential students by directly contacting Administration, or through the AIL's website.

Where possible, all informal attempts shall be made to resolve the issue (Informal Compliant) this may include advice, discussions, meeting with the student, emails and general mediation in relation to the issue and the student's issue. Any staff member can be involved in this informal process to resolve issues, but once a student has placed a formal complaint / appeal, the following procedures must be followed.

If a student is uncomfortable with speaking directly to the person involved or the informal process does not resolve the issue to the student's satisfaction, the formal process should be followed as described below.

Where a student is unhappy with the outcome of an assessment decision, this will be dealt with under assessment appeals.

Informal complaints

Students or potential students or stakeholders are encouraged, wherever possible, to resolve grievances directly with the person(s) concerned. For example: if the issue concerns an academic matter, the complainant should talk honestly to the trainer about his/her concerns, issues about fees should be discussed in the first instance with the CEO.

If the student or potential student or stakeholder has attempted to resolve the issue directly, but is not satisfied with the outcome or does not wish to approach the person(s) concerned directly, then he/she may discuss the issue with the Compliance Manager (CM). He/she may be accompanied or assisted by a support person during this process.

The CEO will consider the issue and may either suggest a course of action to resolve the issue, or attempt to mediate between the complainant and the person(s) concerned.

Within ten (10) days of receiving the grievance, the Compliance Manager (CM) will provide the complainant and any other person(s) directly concerned with a written report summarizing the actions that were taken, or will be taken, to resolve the issue.

If the complainant is not satisfied with the outcome, a formal complaint can be lodged.

Formal Complaints

Students or any other stakeholders who are not satisfied with the outcome of the informal process, or, who want to register a formal complaint may do so. There is no cost for the complaints process unless it is referred to a third party. Complainants have the right to access advice and support from independent external agencies/persons at any point of the complaint and appeals process. Use of external services will be at the complainant's costs unless authorized by the CEO.

Any person wishing to submit a formal complaint can do so by completing the Complaints and Appeals Form and state their case, providing as many details as possible. This form can be obtained by contacting Administration staff at Australian Institute of Language, or through our website.

All formally submitted complaints are submitted to the CEO.

Once a formal complaint is received it will be entered the Complaints and Appeals Register and written acknowledgment will send to complainant which is monitored by the compliance manager regularly. The information to be contained and updated within the register is as follows:

- The name of the complainant
- Date of the complaint
- Type of complaint
- Name of investigating officer/business unit assigned to deal with the complaint
- Response from those involved in the allegations
- Analysis of the matter
- Outcome of complaint
- Action recommended addressing systemic issues (if any)
- Time taken to investigate complaint
- Complainant satisfaction with the outcome.

A student may be assisted or accompanied by a support person at any face to face meetings regardless of the nature of the issue or complaint throughout the process at all times.

The CEO will then refer the matter to the appropriate staff members to resolve, or make a decision on the complaint within 10 working days and keep the complainant informed of any decisions or outcomes concluded, or processes in place to deal with the complaint.

Where a decision is expected to take longer than 60 days, AIL will advise the student in writing of the delay and including the reasons for the delay. Thereafter the student will be provided with weekly updates in writing of the progress of the complaint or appeal. Weekly updates to both complainant and appellant will be provided by the CEO. If decision is taking more than 60 days' matter can be forwarded to an external complaints resolution organisation as well for resolution.

Once a decision has been reached, the CEO will inform all parties involved in writing. Where the complaint process does not find in favour of the complainant, s/he will be notified that they have the right of appeal. To appeal a decision, Australian Institute of Language must receive, in writing, grounds of the appeal within 10 days of the date of the notice of the decision.

The CEO ensures that AIL will act immediately on any complaint where the complaints process results in a decision that supports the complainant. AIL will immediately implement any decision and/or corrective and preventative action that are required, and advise the student of the outcome.

Copies of all documentation, outcomes and further action required will be placed on the Complaints and Appeals Register by the CEO or representative and in the student's file, in case of student as complainant.

External Complaints

If not satisfied with the decision from above, the complainant may request that the matter be further reviewed by an external dispute resolution process, by the body appointed by RTO for that purpose.

The details of these external bodies are as follows:

LEADR Complaints, Appeals and Resolution Department <https://www.leadriama.org/aboutleadr/compliments-suggestions-and-complaints>

Or

The Dispute Settlement Centre of Victoria (DSCV) - Dispute Assessment Officer

Level 4, 456 Lonsdale Street

Melbourne VIC 3000 Tel: 9603 8370 <http://www.disputes.vic.gov.au>

Or

Overseas Students Ombudsman (For International students only) at Website: <https://www.ombudsman.gov.au/>

The division of the expenses associated with the mediation e.g. mediator's fee, room hire and possibly travel expenses are to be shared equally between AIL and the complainant.

The AIL will immediately implement recommendations arising from the external review within at least 10 working days of the receipt of the recommendations.

Appealing

All students and stakeholders have the right to appeal decisions made by Australian Institute of Language where reasonable grounds can be established. The areas in which a student or stakeholder may appeal a decision made by AIL may include:

- Any other conclusion/decision that is made after a complaint has been dealt with RTO in the first instance as described in the complaints process above. This is referred to as a general appeals)
- Assessments decisions as set out below (assessment appeals).

To activate the appeals process, the complainant must complete a Complaints and Appeals Form that is to include a summary of the grounds the appeal is based upon. The reason the student feels the decision is unfair is to be clearly explained and help and support with this process can be gained from Administration.

About general appeals, Compliance Manager (CM) determines the validity of the appeal and organizes a meeting with all parties involved in the matter and attempts to seek resolution where appropriate.

The process for all formally lodged appeals will begin within 10 working days of the appeal being lodged.

CM ensures AIL acts on any substantiated appeal.

General Appeals

Where a student has appealed a decision or outcome of a formal complaint, they are required to notify AIL in writing within 20 working days of the grounds of their appeal. Any supporting documentation should also be attached to the appeal.

The appeal shall be lodged through CM or a nominee appointed by CM. A representative of AIL must record the details in the Complaints and Appeals Register.

The CM or a nominee appointed by CM will be notified and will seek details regarding the initial documentation of the complaint and decide based on the grounds of the appeal.

The appellant will be notified in writing of the outcome with reasons for the decisions, and the Complaints and Appeals Register updated particularly the student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify Australian Institute of Language if they wish to proceed with the external appeals process.

Assessment Appeals

Where a student wishes to appeal an assessment, they are required to notify their Trainer in the first instance. Where appropriate their Trainer may decide to re-assess the student to ensure a fair and equitable decision is gained. The Trainer shall complete a written report regarding the re-assessment outlining the reasons why assessment was - or was not - granted.

If this is still not to the student's satisfaction, the student may formally lodge an appeal. They will lodge this with the CM or a nominee appointed by the CM and the appeal will be entered in the Complaints and Appeals Register.

The CM will be notified and will seek details from the Trainer involved and any other relevant parties. A decision will be made regarding the appeal either indicating the assessment decision stands or details of a possible re-assessment by a third party. The third party will be another Trainer/Assessor appointed by AIL.

The student will be notified in writing of the outcome with reasons for the decision, and the Complaints and Appeals Register will be updated. The student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify AIL if they wish to proceed with the external appeals process.

Further information

If a client (student or other client) is still dissatisfied with the decision of Australian Institute of Language, they may wish to seek advice or make a complaint about AIL to ASQA directly. If, after AIL's internal complaints and appeals processes have been completed, you still believe AIL is breaching or has breached its legal requirements, you can submit a complaint to ASQA by completing the "The Complaint about a training organisation operating under ASQA's jurisdiction" form. While ASQA will not be able to act as your advocate the lodgement of your complaint will inform ASQA's risk assessment of AIL and a complaint audit may be conducted.

Contact details for ASQA (Australian Skills Quality Authority) are:

- Phone: 1300 701 801 (*dial +61 3 8613 3910 from outside Australia*)
- Email: enquiries@asqa.gov.au

This policy and procedure is compliant with VQF and National Code Standards in providing a process for complaints and appeals to be heard and actioned where necessary.

Australian Institute of Language Complaints and Appeals policy - principles of natural justice and procedural fairness

- All parties to a complaint or appeal have the opportunity to put their case and have this properly considered
- Any allegation against an AIL staff member or member of a subcontractor party is made known to that person
- Investigations and decisions are made by persons who do not exercise bias
- A complainant should feel confident that they will not suffer any discrimination as a result of using the complaint or appeal process
- Confidentiality shall be maintained to the extent of the people that need to be directly involved in the complaint or appeal process.

All the information regarding this policy can be found:

- On AIL's website
- In the student Handbook
- In the Letter of Offer
- During Orientation

The student can be supported or accompanied by an independent person or friend during the complaints and appeals process.

It is normal that whilst a student is going through any formal complaint or appeals process that the student remains enrolled at AIL and continues their studies and assessments in the normal way. It should be noted that if the complaint or appeal has resulted in the student being suspended or excluded due to a breach of the Student Code of Conduct, then the suspension or exclusion shall continue until either it has expired or the result of the complaint or appeal is decided in the students favour.

Australian Institute of Language has a fair and transparent informal and formal complaints and appeals process, but should the student require it, access is available to an independent mediator who can review the complaint and/or appeals process.

Please note: The process to be followed for an external appeal is documented by LEADR for Students.

NOTE: If the outcome is in the appellant's favour then Australian Institute of Language will implement any changes recommended by the adjudicator immediately and advise the appellant of the outcome and actions taken.

General Process to lodge a complaint or internal appeal

The following actions must be completed for a complaint or internal appeal:

Topic	Process
Availability of Complaints and Appeals Policy and Procedures	The complaints and appeals policy and procedure and form are made available to all students and other stakeholders by directly contacting AIL Administration.
Informal Complaints	<p>Where possible all informal attempts shall be made to resolve the issue (Informal Compliant).</p> <p>This may include advice, discussions, meeting with the student or stakeholder, emails and general mediation in relation to the issue and the student/stakeholder issue.</p> <p>Any staff member can be involved in this informal process to resolve issues but once a student has placed a formal complaint / appeal the following procedures must be followed.</p>
Receive and acknowledge the Formal complaint	<p>Complaints</p> <p>Any student, potential student, employee or third party may submit a formal complaint to AIL with the reasonable expectation that all complaints will be treated with integrity and privacy. There is no cost for the complaints process unless it is referred to a third party.</p> <p>Complainants have the right to access advice and support from independent external agencies/persons at any point of the complaint and appeals process. Use of external services will be at the complainant's costs unless authorized by the Chief Executive Officer (CEO).</p> <p>Any person wishing to submit a formal complaint or appeal can do so by completing the Complaints and Appeals Form and state their case providing as many details as possible. This form can be obtained by contacting Administration, or through AIL's website.</p> <ol style="list-style-type: none"> As per policy, complaints are to be made in writing by the complainant. AIL should review all complaints upon receipt. Acknowledge receipt of complaint in writing by sending a letter to complainant or email. Record details of the complaint on the Complaints and Appeals Register.
Review of Complaint or Appeal	Once a complaint or appeal is received and checked for it should be forwarded to the appropriate person for review.
Cost	There will be no charge to the complainant or appellant for the lodgment or presentation of their case. Incidental expenses for attending AIL offices to lodge the document or attend a meeting or any charges incurred (e.g. telephone) will Not be reimbursed.
Presentation of case	ALL complainants and appellants must be given the opportunity to formally present their case and to be accompanied by a friend or third party to support them (and if language is an issue to help them present their case). The cost to accompany that friend/third party will be at their own cost.
Determination	The Review Person may gather evidence and constitute a review committee as they see fit.

	<p>This process must be commenced within 10 working days of the lodgment of the complaint or appeal (and receipt of all supporting evidence) and complete the process within a reasonable time period usually 10- 15 working days.</p> <p>If further evidence is requested, then the Review Person must communicate with the complainant or appellant as soon as possible and within 5 working days asking for evidence.</p> <p>The process will be put on hold until the evidence is received. How a decision is reached will be advised in the written response to the complainant or appellant.</p>
Timescale	The complaint or appeal should normally be commenced within 10 working days of the receipt of the completed form and associated supporting material. See “Determination” above in relation to request of supplementary information.
Appeal following a complaint	If the complainant is not happy with the decision they may appeal. That appeal is on the fairness and objectivity of the decision.
Formal response to a complaint	<p>A template for a formal written response has been developed for when the complaint is accepted or rejected.</p> <p>This included the complainant’s right to access the Internal Appeals process.</p>
Formal response to an appeal	A template for a formal written response has been developed for when the appeal is accepted or rejected. This includes the complainant’s right to access the External Appeal process.
Documentation	<p>ALL documentation relating to a formal complaint or appeal MUST be recorded on the student file.</p> <p>This must include the initial form, supporting evidence, meeting minutes, copy of correspondence with all concerned parties. This information will be kept confidently and stored securely for 7 years.</p> <p>Documentation of all complaints and appeals and their outcomes is securely maintained. Potential causes of complaints and appeals are identified and Australian Institute of Language takes appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.</p>
Complaints and Appeals Register	All formal complaints or appeals must be logged in the Complaints and Appeals Register
Learning	A complaint or appeal is a learning opportunity for AIL. The outcome will be seen as an input to the continuous improvement process. Any decisions that support students will be immediately implemented.
Standards for Registered Training Organisations 2015	<p>Subject to Clause 6.6, to be compliant with Standard 6 RTO has the following procedures in place:</p> <ol style="list-style-type: none"> 1. RTO has a complaints policy to manage and respond to allegations involving the conduct of: <ol style="list-style-type: none"> a) RTO, its trainers, assessors or other staff; b) a third party providing services on RTO’s behalf, its trainers, assessors or other staff; or c) a student of RTO. 2. RTO has an appeals policy to manage requests for a review of decisions, including assessment decisions, made by RTO or a third party providing services on the RTO’s behalf. 3. RTO’s complaints policy and appeals policy ensure: <ol style="list-style-type: none"> a) the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process; b) are publicly available;

- c) set out the procedure for making a complaint or requesting an appeal;
 - d) complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable; and
 - e) provide for review by an appropriate party independent of RTO and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.
4. Where RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, RTO:
- a) informs the complainant or appellant in writing, including reasons why more than 60 calendar days are required; and
 - b) Regularly updates the complainant or appellant on the progress of the matter.

Categorisation of complaint or appeal

The nature of the complaint or appeal will be categorised as follows:	Matter referred to the following:
<i>Administrative Complaint. Complaints against the delivery of administrative and support services and facilities</i>	Compliance manager
<i>Academic Complaint. Complaints against teachers/trainers, training delivery and assessment and the like.</i>	Compliance manager
<i>Student Conduct Complaint. Complaints against misconduct/misbehaviour of students.</i>	Compliance manager
<i>Appeal</i>	CEO of RTO

Continuous Improvement

A summary of all complaints and appeals received in the Complaints and Appeals Register will be presented as a part of the Continuous Improvement policy and procedure at the Management Meeting for review. The purpose of this is to ensure management become aware of:

- repeat issues
- Students that may be being vexatious in using the process
- Common threads relating to the general management and or safety of the staff and students and the services being provided.

(When viewed collectively) any general adverse trend that needs correcting

Confidentiality and Privacy Statement

Australian Institute of Language values and is committed to protecting the privacy of its students. We collect and use student's personal information provided on the Complaints Form to address their complaint. Access to the complaint details are restricted to authorised staff that assist in addressing the complaint. The student will receive written notification of the final outcome/resolution of the complaint. Students may have the right to access the personal information we held on them subject to any exemptions in relevant laws, by contacting us on admin@ail.edu.au.

Publication

This policy, once approved, will be available to all students and staff by accessing it from the AIL's website.

This policy and procedure will form part of the information distributed and communicated during staff orientation.

Fees, Charges and Refund Policy

The fees and charges for the delivery of nationally accredited training and assessment services are checked for compliance with the relevant performance agreement.

Australian Institute of Language (AIL) reserves the right to cancel or postpone any courses prior to their scheduled commencement dates, should it be necessary. In such circumstances, if the course is postponed or cancelled by more than four weeks, and if a student is unable to enrol in a similar course at AIL, all fees will be refunded within 14 days, in accordance with the requirements of the ESOS Act. A refund of the fees will only be granted in accordance with the refund policy set out below.

Australian Institute of Language will provide the following fee information, to each learner:

- ✓ The total amount of all fees including tuition fees, administration fees, materials fees, and any other charges;
- ✓ Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- ✓ The nature of the guarantee given by Australian Institute of Language to complete the training and / or assessment once the learner has commenced study in their chosen qualification or course;
- ✓ The fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to learners who are deemed not yet competent on completion of training and assessment; and
- ✓ The refund policy

Fee for Service

All qualifications and courses offered by Australian Institute of Language are available on a Fee for Service (FFS) basis. Details of the cost of each course are available on Australian Institute of Language's website.

FFS qualifications must be paid for in accordance with the payment plan arranged, if any, prior to commencement of the qualification. Payment can be made by Cheque, Credit Card or EFT. Enrolments will not be processed without payment of an enrolment fee or notification of an agreed payment plan. Please note that learners are not officially enrolled until they have paid their fees or received written documentation stating they are exempt from payment or a payment plan has been entered into.

AIL will not collect more than AUD\$1500.00 before the commencement of your course(s).

Students can pay full fees if they wish to (for example to take advantage of favourable exchange rates or have the convenience of only paying once), but they are not required to pay more than 50 per cent upfront. If you are willing to pay more than 50% of the fees, please contact us. We will inform you the payment plan in Offer Letter.

In addition to your fees for study, the Australian Government recommends that students have approximately between AUD\$20,000 and AUD\$27,000 per annum for their other living expenses.

All applicable fees and charges

Fees	Total Amount	Note
Tuition Fees	<i>Please refer to the website: www.ail.edu.au</i>	<i>A deposit of \$1500.00 is applied before commencing a course.</i>
Enrolment Fees	<i>\$250.00</i>	<i>Non refundable</i>
Material Fees (VET)	<i>\$300.00</i>	
Material Fees (ELICOS)	<i>\$10.00 per week</i>	
Deferment Fees	<i>\$100.00</i>	<i>Non refundable</i>
Change of CoE	<i>\$100.00</i>	
Re-assessment Fee	<i>\$350.00/unit</i>	
Replacement Student ID	<i>\$15.00</i>	
Credit Transfer	<i>Nil</i>	
RPL Fees	<i>\$750.00/unit</i>	
Testamur Re-issue Fee	<i>\$50.00 for certificate re-issue</i>	
OSHC		<i>Please contact Admin for more information</i>
Airport Transfer Fee		<i>Please contact Admin for more information</i>
Interim Academic Transcript	<i>N/A</i>	

Payment by Instalments

Where a Learner enrolls for a Fee for Service course or qualification, in general, an initial payment of \$1,500.00 or 50% of the course fees (whichever is less) shall be paid on enrolment. The balance of the fee will be paid in accordance with a payment plan negotiated and agreed upon between Australian Institute of Language and the learner.

The amount and frequency of payments will depend on the amount payable for the course and the length of the course and shall reflect the value of training delivered within a specified period. At no time shall the learner be required to make any payment more than statutory guidelines which regulate the amount Australian Institute of Language is permitted to require a learner to pay, at any time.

Where a learner faces financial hardship, Australian Institute of Language shall make every effort to propose a payment plan, acceptable to the learner that reflects the individual learner's circumstances.

As with all relationships between Australian Institute of Language and its learners, all discussions and arrangements entered remain strictly confidential.

Paying by instalments must be arranged with the Australian Institute of Language office within two weeks of being notified of acceptance into the qualification.

Re-Issue of Statement of Attainments and or Certificates

If you request that a qualification Testamur or Statement of Attainment be re-issued, then the Australian Institute of Language may charge a re-issue fee of \$50.00. This charge may be waived at the discretion of the CEO. If levied, the fee must be paid prior to the re-issue.

Material Fee

The material fees and charges are subject to change from time to time. For the most recent information, please refer to Australian Institute of Language's website or contact Australian Institute of Language's office.

Refunds

Application for a refund of tuition fees in accordance with this Refund Policy must be made in writing, using the request for refund form, stating reasons and relevant details. This must be submitted by email, with attached supporting documents to admin@ail.vic.edu.au

All refunds for which a student is eligible will be forwarded to the person who paid the fees (this most cases, this will be an agent), unless written authorisation is given by the student in favour of another party.

Except for the situation of provider default where the tuition fees are refunded within 14 days, all refunds due to student default will be made within 28 days.

All refunds will be paid in the currency in which the fees were paid, with a written statement detailing how the amount of the refund has been calculated.

Student Default

A student is not eligible for a refund in the event of a student default. Situations of student default include the following:

- The student breaches a condition of his or her student visa;
- The student fails to start the course on the agreed start day or attend classes and fails to inform the College in writing;
- Misbehaviour by the student; or
- The student withdraws from the course after the agreed start day.

Defaults by College

Situations of the College in default include the following:

- The course does not start on the agreed starting day; or
 - The course ceases to be provided at any time after it starts but before it is completed; or
 - The course is not provided in full to the student because a sanction has been imposed on the registered provider by the authorities; and
 - The student has not withdrawn before the default day
- In the unlikely event that the College is unable to deliver the course in full, the College will notify the Tuition Protection Service (TPS) Director and Students within three (3) business days of the Provider default and will have a period of fourteen (14) days to satisfy its tuition protection obligations in relation to an affected student.
 - The student will be offered a place in a suitable alternative course at the College or another provider, at no extra cost to the student, or will be provided with a refund of all unspent Tuition fees. The refund will be paid to the student within two weeks of the day on which the course ceased being provided. The refund will be paid directly to the student or another person who has been authorised by the student in writing.
 - The student has the right to choose whether to receive a refund of the unspent Tuition fees, or accept a place in another course at the College or at another provider.
 - If the College is unable to provide a refund or placement in an alternative course, or if it appears to the TPS Director that the College is unlikely to satisfy its tuition protection obligations, the student will have access to an on-line placement facility under the TPS. If a student requires any assistance with the placement process, a TPS Administrator or service provider will be available to help the student to place them in a suitable alternative course, or if this is not possible, they will be eligible for a refund as calculated by the TPS Director.

Visa Refusal

- Where a visa application is refused before commencement of the course, AIL will refund fees in full less a 5% of the amount of course fees* received or AUD\$500 (whichever is lesser)
- In the event that an extension to the student visa is not granted and the course has commenced, AIL will refund the unused portion of the prepaid tuition fees less \$250 enrolment fee. Please note an AUD\$250 administration

fee will be charged and removed from the total refund amount if no enrolment fee was paid.

- In both circumstances, the student must show proof of refusal and evidence of payment to the College.

**Course fees = tuition fees + non-tuition fees received in respect to the student.*

Withdrawal from Course of Study

Notification of withdrawal from a course of study must be made in writing and signed by the student. Refund for withdrawal will be calculated based on the date the notice of withdrawal and will be as indicated in the following tables:

- Before commencement of course:

More than 28 days before initial course commencement:	Full refund of tuition fee paid
28 days or less before initial course commencement	50% refund of tuition fee paid

- After commencement of course: No refund

Airport Transfer Fee

- If written notification of cancellation is received 48h prior to airport transfer, a full refund is available.
- If a student fails to advise the college or the airport pickup company about the change of flight at least 24 hours before an original arrival time in Melbourne, there is no refund.

Notes:

- Enrolment fees are non-refundable.*
- Fee refunds for special circumstances (illness, family circumstances) may be agreed upon, on an individual basis, at the discretion of the management of Australian Institute of Language.*
- Where the learner has paid for other fees, including material fees, then only the "unspent" portion will be returned. If the cost of the service or material has already been incurred this will NOT be refunded.*
- For RPL, the minimum fee is \$750 each unit for Diploma courses and \$750 each unit for Advanced Diploma courses that will cover most situations; however, where extra work is required by Australian Institute of Language to validate your prior learning, Australian Institute of Language reserves the right to apply additional charges, these will be agreed with the applicant and are non-refundable.*
- All date calculations are based on the date the form is received by Australian Institute of Language, not the date the learner completed the form (if different).*
- The LLN assessment is free of charges to the prospective student.*
- Course fees are not transferable to another person.*

* The fees and charges are subject to change from time to time. For the most recent information, please visit Australian Institute of Language's website or contact Australian Institute of Language's administration.

Unique Learner Identifier (USI)

A USI is required by all Australians undertaking nationally recognised training. It allows students to link to a secure online record of all qualifications gained regardless of the provider. This system was implemented by the Australian Government in 2015, so it will show student achievements from 1 January 2015 onwards.

As an RTO, Australian Institute of Language cannot issue Certificates or Statements of Attainment without a USI. Therefore, it is mandatory that all students supply their USI upon enrolment.

If you do not have a USI, please visit <https://www.usi.gov.au/students/create-your-usi> for more information, and instructions on how to apply. Your USI will help keep your training records and results together in an online account controlled by you. Each time you enrol to study with a new training organisation, your USI will be used to store your training records and results. By having a USI you will be able to access your training records and results (or transcript) whenever you need them. For example, for a new employer or when you enroll to study at a new training organisation. Your USI can be accessed online from your computer, tablet or smart phone and gives you access to your training records and results at your fingertips. For further information about the USI can be found at: <http://www.usi.gov.au/Pages/default.aspx>

USI Exemptions apply according to the following criteria:

Exemption categories are:

- International students who complete all requirements for their VET qualification or VET statement of attainment outside Australia.
- An individual who has completed all the requirements for the VET qualification or VET statement of attainment before 1 January 2015.
- Students who demonstrate a genuine personal objection to being assigned a USI. This exemption can only be granted by the Student Identifiers Registrar.

Learner Rights, Obligations and Responsibilities

Australian Institute of Language learners have the following responsibilities:

- To become familiar with relevant Policies and the Learner Handbook and comply with any Learner requirements contained therein including relevant legislated requirements;
- To respect the working environment of others at organisation and to follow related Policies and Procedures;
- To conduct themselves in a responsible, polite and safe manner and refrain from abuse towards Australian Institute of Language employees or other Learners;
- To follow all reasonable instructions provided by Australian Institute of Language Employees;
- To respect the right of Australian Institute of Language to express the opinions of their Trainer/Assessor;
- To conduct themselves in a courteous, polite and ethical manner and in a manner which demonstrates tolerance and respect for others and supports the principles of equal opportunity, anti-discrimination and occupational health safety and environment;
- To undertake their studies to the best of their abilities;
- To meet deadlines for work to be submitted;
- To submit authentic documentation (NOTE: where the authenticity of the evidence submitted is in question Australian Institute of Language reserves the right to conduct further investigation by way of interview and other appropriate means as required);
- To submit work without plagiarising or cheating;
- To consult with Australian Institute of Language in a timely manner if problems/issues arise;
- To accept joint responsibility for their own learning;
- To provide feedback to Australian Institute of Language on its courses and services;
- Undertake all study in the manner and formats required and in the specified course timeframes;
- To adhere to Australian Institute of Language 's code of practice;
- To seek approval from authorised Australian Institute of Language Employees for the use of Australian Institute of Language IT equipment, assets, stationery, et.;
- To encourage equal opportunity;
- To promote an effective learning environment through good personal behaviour;
- To respect the rights of others; and
- To cooperate with Australian Institute of Language with requests for further evidence including reasonable adjustments made to assessment process, confirmation of authenticity of documentation submitted for assessment and overall confirmation of competency.

Referencing

Assessments must be your own original work. If you use another person's ideas, writing or work and do not acknowledge the original source, you are committing plagiarism. Referencing is a way of showing that you are engaging with the literature in your subject area without plagiarising.

Referencing serves several important purposes:

- Acknowledges sources of information so you are not accused of plagiarism
- Demonstrates the depth and quality of the research you have done
- Allows others to locate sources you have used if they wish to know more

A guide to referencing

SOURCE OF INFORMATION	SHOULD YOU PROVIDE A REFERENCE?
Books, newspapers, journals, magazines, theses, conference papers, reports, pamphlets (published or online)	Yes
Case law, legislation, parliamentary debates, treaties	Yes
The internet	Yes. It is a common misunderstanding that information on the internet does not need acknowledgement. You should use material found on the internet with caution, as it may be unreliable or out of date.
TV, radio, scripts	Yes. While you are listening, you should note the program name and the date of broadcast. Sometimes it is possible to obtain a transcript to check that you have heard correctly.
Videos, films, DVDs	Yes. There are specific conventions for referencing visual media.
Lectures	It depends. There are three possibilities: <ol style="list-style-type: none"> 1. If the lecturer mentions something which is general knowledge, there is no need for the lecturer, or you, to provide a reference. 2. If the lecturer presents her/his own idea, you should reference this as the lecturer's idea. 3. If the lecturer presents another author's idea, you should refer to both sources: the original author, and the lecturer who presents the idea. <i>However, in most cases, instead of relying upon your lecturer's reference, it would be more valuable for you to read the original author yourself.</i>
Illustrations, images, artwork, tables, graphs, programming codes	Yes. You need to acknowledge the source of drawings, photographs, graphs, designs, tables, programming codes and all other examples of non-verbal information that you use in your work.
Quotations	Yes. In referencing quotes, be careful to use quotation marks, and be careful not to change any words.
Paraphrases, summaries	Yes. When expressing the information or ideas of someone else in different words or in a briefer form, you must still acknowledge the source of the information or ideas.
Common knowledge	You don't need to provide a reference for common knowledge - that is, information shared by many people. It is sometimes difficult to know what is and what is not common knowledge in your field of study. If you read or hear the same information many times from different sources, it is probably common knowledge. Common knowledge usually includes major historical events, famous people and geographic areas that are known about by educated people throughout the world, not just in the country in which they occurred. If the information is not common knowledge, you should provide a reference. This shows your reader that the idea is held by an expert in the field. It also demonstrates to your lecturer that you have been reading academic texts.

Plagiarism

Plagiarism is taking the words, theories, creations or ideas of another person and passing them off as your own. Plagiarism can be deliberate – copying a passage from a book or journal or pasting something from the internet into an assignment without referencing the original source.

You can also commit inadvertent plagiarism which is where you unintentionally repeat some of the information you have read in the course of your research. You must ensure you do reference ALL material that comes from another source so question yourself as to whether you have read the information elsewhere and go back to your sources to locate the reference.

Plagiarism can also result from not referencing correctly. You must ensure you know how to reference your work using the style advised by your trainer/assessor.

Consequences of Plagiarism

All forms of plagiarism will be taken seriously - deliberate or not!

Plagiarism is a serious issue that can result in failing an assignment, or even having to leave the course.

Learner Code of Conduct

The Learner Code of Conduct outlines the rights and responsibilities of all learners. The Code of Conduct is in place to ensure an atmosphere of respect, understanding, and professionalism for all learners. Australian Institute of Language celebrates diversity and embraces equal opportunity and promotes a supportive adult learning environment.

Learner Rights

All learners have the right to:

- Feel safe and welcome at Australian Institute of Language;
- Be treated with respect and dignity;
- Privacy (as per the Privacy Act and Australian Privacy Principles): only information necessary to the core functions of Australian Institute of Language can be shared without the learner's prior consent;
- Be free from bullying and harassment (including sexual harassment) online or during any Australian Institute of Language training activity;
- Receive fair and equitable training and assessment;
- Receive services without discrimination;
- Complain without fear or recrimination;
- Be provided with, and have access to, Australian Institute of Language policies, procedures and learner rights.

Responsibilities

In general, it is expected that as a learner you will:

- Be responsible for your own study program;
- Treat staff and fellow learners respectfully, courteously and with consideration at all times, whilst respecting their privacy and safety;
- Respect Australian Institute of Language equipment, resources and facilities;
- Actively participate in the learning process;
- Respect the rights of other learners and staff to have their own opinions;
- Be open to, and welcoming of, the diversity of learners in your course.

Sanctions, such as suspension or expulsion from the Institute, may be applied where learners fail to conduct themselves in an appropriate manner.

For more information please contact Compliance and Quality Assurance Team via email to admin@ail.edu.au

Unacceptable and Inappropriate behaviours

Australian Institute of Language is committed to promoting an atmosphere of respect, understanding, professionalism, equity and access for all learners.

Harassment

Is any form of behaviour that:

- Is not asked for
- Is not wanted
- Is not returned and is likely to create a hostile or uncomfortable place to be
- Is humiliating, intimidating or offending.

Sexual harassment

Is illegal and will not be tolerated by Australian Institute of Language.

Bullying

Includes:

- Intimidation
- Physical harm, emotional distress
- Threats/name calling/derogatory comments regarding age, gender, race, religion or sexual orientation
- Failure to acknowledge good work
- Deliberate isolation from groups/information/opportunities
- Undue pressure and impossible deadlines
- Emotional hurt to another person through electronic devices such as email, phone, and text message.

Qualifications

Certificates and Statements of Attainment

Learners who successfully complete all the requirements of their training program will receive a Nationally Accredited Certificate or learner who does not complete the full requirements of the training program will be issued a Statement of attainment according to the following requirements specified in.

- https://www.aqf.edu.au/sites/aqf/files/aqf_issuance_jan2013.pdf
- Schedule 5 of the <https://www.asqa.gov.au/standards/appendices2/appendix-2>

Australian Institute of Language will issue Certificates and Statements of Attainment that are within its scope of registration, and that certify achievement of:

- Qualifications or industry / enterprise competency standards from nationally Endorsed Training Packages; or
- Qualifications, competency standards or modules specified in accredited courses.
- Moreover, that:
- Meet the requirements in the current AQF Implementation Handbook, including the national codes.
- Identify the units of competency from Training Packages, or competencies or modules from accredited courses, that the learner has attained.
- Identify the RTO by its national provider number.

Australian Institute of Language will issue all AQF certification within 30 calendar days of a learner being assessed as competent in the qualification, skill set or unit of competency in which they are enrolled and providing all agreed fees have been paid to Australian Institute of Language.

Qualification Timeframe

Please note:

- a. Australian Institute of Language reserves the right to cancel an enrolment without notice (withdraw the Learner), if after allocated timeframe a Learner has not completed and achieved their Qualification of Individual Unit of Competency.
- b. If the Qualification has partially successfully been completed, a Statement of Attainment will be issued for those units completed the Learner has been deemed competent.
- c. Your Learner File and Student Management System records will be updated to reflect changes with your qualification timeframe and completion.

Exit Point

- Unit by unit delivery allows students to exit at any point with full credit for all successfully completed units.
- At any point before the completion of the program, a participant may request a Statement of Attainment for an individual unit or units where he/she has been assessed competent.
- At the successful completion of the program, a certificate and record of results for the qualification will be issued.

Learner declaration

I, the under named, declare that I have received, read, and understood with the contents of this Learner handbook, which also outlines the following conditions as a student of Australian Institute of Language.

Student Name:	
Student Signatures:	
Date:	

Learner obligations

- I understand my obligation responsibilities as a student

Learner support

- I have been offered the opportunity to access learning support
- I have been provided with a course outline for the course in which I have been accepted

Fees and Refunds

- I have been advised of all applicable fees and charges
- I have been advised of all refund and reimbursement guidelines

Complaints and appeals

- I have been advised about the Complaints and Appeals processes and procedures

Work Health and Safety

- I have read and understand my rights and responsibilities as a student. This includes my rights and responsibilities regarding Workplace Health and Safety. I agree to abide by the rules of this organisation and to report any WHS issues to ensure a safe learning environment.