

DOMESTIC STUDENT HANDBOOK



Australian Adelaide
International College



Supported by
**Government of
South Australia**



STUDY IN AUSTRALIA

Live. Learn. Grow.

LEVEL 1, 135 PIRIE STREET, ADELAIDE, SOUTH AUSTRALIA 5000
CRICOS NO: 03126F | RTO NO: 40328

Document Name:	Domestic Students Handbook			Created Date:	1 st Mar 2023
Document No:	AAIC-F57	Version No:	1.1	Last Modified Date:	
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WELCOME

Welcome to AAIC. This Student Handbook is designed to provide you with information on programs, services, policies and AAIC traditions, which will assist you in your ability to navigate your way to a successful study program. AAIC is confident that you will find the AAIC community to be an interesting place, filled with thoughtful, committed students, trainers and administration staff engaged in the best of college life. We understand that studying and living in another country is challenging and our trainers and support staff will support and assist you wherever possible.

We take great pride in preparing students for success in life as well as career by providing foundation of courses and programs that meet the rapidly changing demands of modern society. Our nationally accredited and internationally recognized study programs are designed to provide you with the knowledge and real-world skills necessary to achieve your academic and professional goals. Our diverse Adult vocational study and preparation programs are complemented by a wide range of learning opportunities that extend beyond the classroom into the local, national and international communities. Whatever program you select, you will encounter an atmosphere that is both nurturing and precise and you will have access to trainers, administration and support staff that are committed to your success.

This handbook is a source of information that you can refer to from time to time to assist you in your studies. So, it is important that you take good care of it. Information will also be given to you at Orientation, on the Notice Boards and the College's website - www.aaic.edu.au

It is important to have a balance in life, to study successfully and to deal with difficulties as they arise. Our friendly Student Support Team is available to provide you with assistance on any matters related to your study. Please do not hesitate to contact our staff at any time.

We would like to welcome you to AAIC. We are looking forward to meeting you and watching your academic progress over the time that you are with us. We encourage you to take full advantage of the opportunities available to you and look forward to celebrating your achievements in the future.

Shekhar Mittal (CEO)

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ABOUT THE COLLEGE

The Australian Adelaide International College (AAIC) is a registered Training Organization (RTO No. 40328) accredited by The Australian Skills Quality Authority (ASQA). AAIC is also registered as an approved provider on the Commonwealth Register of Institutions & Courses for Overseas Students (CRICOS No. 03126F). AAIC operates under the strict guidelines of Australian Qualifications Framework (AQF).

Our mission is to provide outstanding education and training for a changing world. AAIC is envisioned as a training provider which values service through high quality education, industry collaboration, partnership arrangements and event management.

AAIC features enriched living and learning environments, experienced and motivated trainers, innovated curriculum initiatives, optimum-sized classrooms, individualized student support and an embracing cultural diversity atmosphere. Studying at AAIC doesn't just give you a qualification, it gives you the opportunity to explore a new culture, develop Australian and International friendships and enjoy a quality education experience that prepares you for professional and personal success.

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At AAIC you will be offered a Quality Australian Education program that meets National education and adult vocational standards which are recognized both locally and internationally. AAIC offers a vibrant campus environment small enough to enable personal interaction with teaching staff, yet large enough to provide a broad range of programs with simulated experience and student support services.

AAIC SYSTEM OF EDUCATION

AAIC system of education delivers practical, healthy and career-oriented training, equipping individuals with the skills required in a modern work-based economy. Through strong industry collaboration, AAIC system of Education provides students with the skills needed to enter the workforce for the first time, forge a career, re-train for a new job, upgrade skills for an existing job, and engage in lifelong learning.

AAIC culture is built on a system of continuous improvement and innovation, constantly ensuring that we lead and reflect the latest developments in Adult Vocational systems of education. We prepare professionals for leadership roles in their field of formal education. We seek to understand, reform and improve our system of education. We invest in understanding the processes of adult vocational education learning and development. We strengthen connections between theory and practical through industry engagement.

We seek to understand how adults learn and develop, and how our academic staff can best use that knowledge for the benefit of all learners. We recognize that all our staff are themselves learners and we are committed to providing opportunities for their continuous professional development. We strive to sustain our college as a scholarly community for students, faculty and staff.

DEDICATED STAFF

Under the guidance of experienced academic and administration staff students have opportunities to pursue or advance careers in chosen field of studies. AAIC dedicated teaching and administrative staff are highly qualified with a great deal of experience in teaching and assisting students. Majority of our staff have lived and worked overseas and most of them speak second languages.

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AAIC Campus

ATTRACTIONS

- 1 Adelaide Aquatic Centre
- 2 Adelaide Casino
- 3 Adelaide Oval
- 4 Adelaide Town Hall
- 5 Adelaide Zoo
- 6 Art Gallery of SA
- 7 Ayers House (National Trust)
- 8 Botanic Gardens & Bicentennial Conservatory
- 9 Central Markets & Chinatown
- 10 Festival Centre
- 11 Her Majesty's Theatre
- 12 Jam Factory Craft & Design Centre
- 13 Light's Vision, Montefiore Hill
- 14 Memorial Drive Tennis Centre
- 15 Migration Museum
- 16 Montlock Library & Bradman Collection
- 17 National Wine Centre
- 18 Old Adelaide Gaol
- 19 SA Museum
- 20 Tandav Aboriginal Cultural Institute

PARKS, GARDENS & PLAYGROUNDS

- D1 Bonython Park
- E7 Botanic Gardens
- D5 Brougham Gardens
- E8 Elder Park
- G5 Ellis Park
- G7 Glover Playgrounds
- H6 Himeji Gardens
- D9 Hindmarsh Square
- A3 Hurtle Square
- E7 Light Square
- E9 Peace Park
- D7 Pennington Gardens
- D5 Princess Elizabeth Playground
- D6 Rundle Park
- F6 Rymill Park
- F7 Veale Gardens
- H6 Victoria Park Racecourse
- B6 Victoria Square
- F7 Wellington Square
- G8 Whitmore Square

- A5 Adelaide Crusade Centre
- H6 Adelaide Mosque
- H5 Christ Church, North Adelaide
- E4 Christian Science
- E6 Greek Orthodox
- B9 Holy Trinity Church & Clock
- H11 Lutheran Church
- H11 Pilgrim Uniting Church
- G8 Presbyterian Church of SA
- G10 Salvation Army
- D8 Scots Uniting Church
- F5 St Peter's Anglican Cathedral
- C11 The Cathedral Church of St Francis Xavier

STREET INDEX

- E10 Angus Street
- D10 Anzac Highway
- D4 Burbridge Road
- G7 Carrington Street
- C8 Franklin Street
- D7 Frome Road
- G8 Glen Osmond Road
- E8 Gouger Street
- E3 Grenfell Street
- G7 Grote Street
- F7 Hindley Street
- E5 Hutt Street
- F9 King William Street
- B12 Melbourne Street
- B9 Morphett Street
- F10 North Terrace
- C9 O'Connell Street
- G8 Port Road
- G11 Pulteney Street
- C9 Rundle Mall
- F8 Rundle Street
- C9 South Terrace
- C7 Sturt Street

GENERAL ADMINISTRATION

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Use of Computer Facilities

Students have access to computer facilities any time and day during the college hours of operation.

There are rules which must be followed to enable the efficient use of these resources:

- No food or drink is permitted in the computer lab
- Only students of the College are allowed access to the computers. Friends are not permitted
- Students are required to protect their access codes and passwords. These are not to be shared with others
- The internet must not be used for unlawful purposes
- Any damage to the computers will result in disciplinary action
- Any misuse of the computer facilities, such as downloading inappropriate material, using someone else's login or inappropriate software will result in disciplinary action

Photocopying

Students have access to photocopying facilities at the College. Assessment copying is free of cost. Any personal printing and photocopying will be charged at 20 cents per page black and 40 cents per page for coloured copy. All students are required to conform to regulations regarding copyright.

Use of Mobile Phones in Class

Mobile phones must not be used whilst in class.

Student ID Cards

Your Student ID card is used for the purpose of identification and you must carry it on campus at all times. If you lose your card, the replacement cost is \$5.00.

Personal property

The College takes no responsibilities for lost or stolen property. It is the student's responsibility to take care of personal possessions.

Minimum dress standards

Dress standards should reflect a professional attitude. Students must wear appropriate clothing at all times while at college premises.

Text Books, Learner Guides

These are considered essential tools for learning. You will be given a list of material you may require to support each unit of competency. The College will normally order these learning materials for you and you are able to purchase these at Student Administration.

Handouts/Printed Material

These are provided as resources for your learning. Please file these appropriately as they will assist you in assessments.

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IMPORTANT AND EMERGENCY CONTACTS

AAIC- Australian Adelaide International College	<p>Email: info@aaic.edu.au Web: www.aaic.edu.au Address: Level 1, 135 Pirie Street, Adelaide, South Australia 5000 CRICOS No: 03126F, RTO No: 40328</p>
AAIC Postal Address	Level 1, 135 Pirie Street, Adelaide, South Australia 5000
Trainers	<p>Contact details will be provided on arrival at the College Please see your Trainers if you have any questions regarding:</p> <ul style="list-style-type: none"> • Content of units • Assessment • Teaching procedures • Employability skills
CEO	<p>Mr. Shekhar Mittal Please see your Course Trainer if you have any questions regarding:</p> <ul style="list-style-type: none"> • The program as a whole • Academic regulations • Difficulties with study • Decisions to defer from study • Help with reading, writing, note taking and preparation for tests and assignments
International Student Support Officer	<p>Ms. Princy Rathinam Phone: +61 8 8232 7788 Email: info@aaic.edu.au This person can be contacted for guidance on any of the matters listed below:</p> <ul style="list-style-type: none"> • Course information • Enrolment • Accommodation • Health Care • Academic Progression • Student Visa obligations • General information regarding the College's services, policies and procedures
International Student 24 Hour Emergency Contact	Shekhar Mittal: +61 412 805 975
Student Administration Manager	<p>Dipali Patil: +61 8 8232 7788 Email: info@aaic.edu.au For matters relating to:</p> <ul style="list-style-type: none"> • Timetable • Enrolment • Change of Address • Forms • Policies and Procedures • OSHC • Fee Payment

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Community Service Contacts **

Consumer Protection	Consumer protection provides advice and support regarding consumer issues such as tenancy. Adelaide: (08) 8204 9777
Crime Stoppers	Free call 1800 333 000 if you witness a crime
Crisis Counseling	Lifeline: Tel 131 114 for confidential counselling by trained professionals, 24 hours a day
Department of Education and Training	International Education Group Department of Education PO Box 9880 Canberra ACT 2601 Website: www.internationaleducation.gov.au
Department of Home Affairs	70 Franklin Street, Adelaide South Australia 5000 Open 9am to 4 pm Mon-Friday Tel: 131 881 Fax: 08 7421 7653 Website: www.homeaffairs.gov.au
Tuition Protection Service (TPS)	Within Australia phone: (02) 6271 3440 Outside Australia phone: +61 2 6271 3440 Website: www.tps.gov.au
Emergency – Police, Fire, Ambulance	Tel: 000 Emergency or life-threatening situation only Tel: 131 444 Police Assistance This is a 24-hour free service. Just state the service you require and remember to give your address.
Essential Services – Electricity, Gas and Water	Electricity and Gas Suppliers: AGL Tel: 131 245 www.agl.com.au Citi power: Tel: 131 280 www.powercor.com.au Origin Energy: Tel: 132 463 www.originenergy.com.au TruEnergy: Tel: 133 466 www.truenergy.com.au
Health and Medical Services	Student Health Fund If you are a member of the AHM (OSHC) you can phone 1800 006 745 for the emergency hotline. For general student enquiries phone 134 246 or visit www.ahm.com.au/oshc
Medical Practitioners (Doctors)	Look in the Yellow Pages Directory under Medical Practitioners for a doctor near you, or you can make an appointment to see these doctors closest to the College.
Suicide Helplines	For clients who may be contemplating suicide or don't know how to help someone in their family who has been affected. 24/7 free counselling and support for people at risk of suicide, carers and bereaved Professional Suicide Support - Adelaide Counsellors AnglicareSA – Tel 1300 364 277 https://www.suicidecallbackservice.org.au/ - Tel 1300 659 467

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Mental Health Support	Call 24/7 for advice, referral and support from a trained mental health professional https://www.beyondblue.org.au/get-support/talk-to-a-counsellor - Tel 1300 22 4636
Domestic and family violence	24/7 counselling, information and referrals for sexual assault, domestic and family violence. https://www.1800respect.org.au/ - Tel 1800 737 732
Poisoning help service	Information and advice for those who have ingested poisons and higher doses of medication than prescribed. Poisoning healthdirect – Tel 1800 022 222 or 13 11 26.
A comprehensive list of crisis numbers	https://www.ruok.org.au/findhelp - Tel 13 11 14
Women's Helpline	Support and information for unplanned pregnancies Unplanned pregnancy healthdirect – Tel 1800 022 222 Support line for those impacted by domestic violence – Tel 1800 800 098 Yarrow Place – Rape and sexual assault service – Tel 1800 817 421 1800 respect -National 24 hr helpline – Tel 1800 737 732
Anxiety support	Beyond Blue - a free helpline provides advice and support via telephone - 1300 22 4636 and Beyond Blue - Web Chat (between 3pm-12am) Mensline Australia - a 24/7 free online and phone counselling service for men - 1300 789 978 Mindspot Clinic - provides free, anonymous assessment and treatment for adults experiencing stress, anxiety, and OCD. mindspot.org.au
Grief And Loss	Contact Lifeline: 13 11 14 (available 24/7) or chat to a Crisis Supporter online at lifeline.org.au every night. Mensline Australia: 1300 78 99 78 (24hrs) Beyondblue: 1300 22 46 36. You may consider visiting your GP to discuss your current symptoms if they are problematic.
Financial Stress	Money Smart - offers tips, tools and guidance to help you take control of your money and build a better life. moneysmart.gov.au The Small Business Debt Helpline - a free and independent service for small businesses and sole traders in financial difficulty. 1800 413 828 Salvation Army: 1300 371 288 - business hours. Financial Assistance The Salvation Army Australia
Depression	Beyond Blue – a free helpline provides advice and support via telephone - 1300 22 4636 and Beyond Blue - Web Chat (between 3pm-12am). Moodfit – A free mental health app whose tools and insights can help to 'shape up' your mood. Moodfit Fitness for Your Mental Health (getmoodfit.com)
Disability Support Services	People with disability can now contact the Disability Gateway for information and referrals about coronavirus (COVID-19). The Disability Gateway can help families, carers and support workers, too. you can contact the Disability Gateway in the following ways: <ul style="list-style-type: none"> • Phone (free call) :1800 643 787 • If you are deaf, or have a hearing or speech impairment, you can also call the National Relay Service on 133 677 • If you are deaf, or have a hearing or speech impairment, you can also call the National Relay Service on 133 677

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	<ul style="list-style-type: none"> The Disability Gateway is available Monday to Friday 8am to 8pm (AEDT) 	
LGBTIQ+ Support	Qlife :Phone 1800 184 527 Bfriend -Tel :1800 615677, Email Bfriend@unitingcommunities.org Gender Wellbeing : Tel 7099 5320, Email info@shinesa.org.au	
Hunger Crisis	Foodbank SA provides eligible clients with food parcels, supermarket vouchers and can refer to other assistance with other cost of living concerns. Tel: 08 8351 1136, Email: reception@foodbanksa.org.au	
Hospitals – Adelaide	Western Hospital (Private) 168 Cudmore Terrace, Henley Beach The Queen Elizabeth Hospital (Public) 28 Woodville Road, Woodville South Royal Adelaide Hospital (Public) North Terrace, Adelaide Calvary North Adelaide Hospital (Private) 89 Strangways Terrace, North Adelaide Women's and Children's Hospital (Public) 72, King William Road, Adelaide	Tel: (08) 8159 1200 Tel: 08 8202 7222 Tel: 08 7074 0000 Tel: 08 8222 4000 Tel: 08 8239 9100 Tel: 08 8161 6710

** For more information about other relevant community services organisation not listed above in south Australia, please visit <https://sacommunity.org/>

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COURSES OFFERED BY AAIC*

COURSE NAME	DURATION
BSB50120 - DIPLOMA OF BUSINESS **	52 Weeks
BSB60120 - ADVANCED DIPLOMA OF BUSINESS	52 Weeks
BSB50420 – DIPLOMA OF LEADERSHIP & MANAGEMENT **	52 Weeks
BSB60420 – ADVANCED DIPLOMA OF LEADERSHIP & MANAGEMENT	52 Weeks
SIT30821 - CERTIFICATE III IN COMMERCIAL COOKERY **	56 Weeks
SIT31016- CERTIFICATE III IN PATISSERIE **	52 Weeks
SIT40521 - CERTIFICATE IV IN KITCHEN MANAGEMENT **	33 Weeks
SIT50422 - DIPLOMA OF HOSPITALITY MANAGEMENT **	26 Weeks
SIT60322 ADVANCED DIPLOMA OF HOSPITALITY MANAGEMENT	114 Weeks
AUR30620 - CERTIFICATE III IN LIGHT VEHICLE MECHANICAL TECHNOLOGY **	52 Weeks
AUR40216 - CERTIFICATE IV IN AUTOMOTIVE MECHANICAL DIAGNOSIS **	26 Weeks
AUR30320 - CERTIFICATE III IN AUTOMOTIVE ELECTRICAL TECHNOLOGY**	52 Weeks
AUR40620 - CERTIFICATE IV IN AUTOMOTIVE ELECTRICAL TECHNOLOGY	52 Weeks
AUR50216 - DIPLOMA OF AUTOMOTIVE TECHNOLOGY **	31 Weeks
AUR50116 - DIPLOMA OF AUTOMOTIVE MANAGEMENT	52 Weeks

*Refer to AAIC Websire for detailed course information www.aaic.edu.au/courses

** Subsidised course funded by SA Govenment.

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FEES, CHARGES AND COURSE DURATION

The College charges a range of fees, as listed below and included in your Enrolment Agreement (Letter of Offer and Acceptance). You are required to pay all fees and charges on time. This information will be made available to you prior to your acceptance of offer to study at the Australian Adelaide International College.

DIPLOMA OF BUSINESS BSB50120

Tuition Fees	\$ 10,000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Material Fees	\$ 0

ADVANCED DIPLOMA OF BUSINESS BSB60120

Tuition Fees	\$ 10,000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Material Fees	\$ 0

DIPLOMA OF LEADERSHIP AND MANAGEMENT BSB50420

Tuition Fees	\$ 10,000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Material Fees	\$ 0

ADVANCED DIPLOMA OF LEADERSHIP AND MANAGEMENT BSB60420

Tuition Fees	\$ 10,000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Material Fees	\$ 0

CERTIFICATE III IN COMMERCIAL COOKERY SIT30821

Tuition Fees	\$ 12000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Material fees	\$ 1000

CERTIFICATE III IN PATISSERIE SIT31021

Tuition Fees	\$ 12000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Material fees	\$ 1000

CERTIFICATE IV IN KITCHEN MANAGEMENT SIT40521

Tuition Fees	\$ 7000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Materials fees	\$ 0

DIPLOMA OF HOSPITALITY MANAGEMENT SIT50422

Tuition Fees	\$ 6000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Materials fees	\$ 0

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ADVANCED DIPLOMA OF HOSPITALITY MANAGEMENT SIT60322

Tuition Fees	\$ 23000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Materials fees	\$ 0
Family Overseas Student Health Insurance Cover	\$ 5000 approximately per year

CERTIFICATE III IN LIGHT VEHICLE MECHANICAL TECHNOLOGY - AUR30620

Tuition Fee	\$ 11,000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Material fees	\$ 750

CERTIFICATE IV IN AUTOMOTIVE MECHANICAL DIAGNOSIS - AUR40216

Tuition Fee	\$ 6000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Materials fees	\$ 0

CERTIFICATE III IN AUTOMOTIVE ELECTRICAL TECHNOLOGY - AUR30320

Tuition Fee	\$ 11,000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Material fees	\$ 750

CERTIFICATE IV IN AUTOMOTIVE ELECTRICAL TECHNOLOGY - AUR40620

Tuition Fee	\$ 12,000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Material fees	\$ 0

DIPLOMA OF AUTOMOTIVE TECHNOLOGY - AUR50216

Tuition Fee	\$ 6000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Material fees	\$ 0
Single Overseas Student Health Insurance Cover	\$ 550 approximately per year
Family Overseas Student Health Insurance Cover	\$ 5000 approximately per year

DIPLOMA OF AUTOMOTIVE MANAGEMENT - AUR50116

Tuition Fee	\$ 10000
One Time Application Fees	\$ 250 (Non-Refundable)
Textbooks & Material fees	\$ 0

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2. ENROLMENT PROCESS

ENTRY REQUIREMENTS

Students who would like to study at AAIC must meet both academic and LLN requirements to enrol for a course. You may find specific course entry requirement in the particular course page/brochure, but the common requirements are given below:

AGE

Students should be minimum 18 years old at the date of commencement of the course. Under 18 enrolments for Domestic students may be considered upon individual assessment.

ACADEMIC

- To enrol into Certificate III level courses
 - Enrolled in Year 10 or satisfactory completion of Year 10 or equivalent.
 - Candidate without formal studies may be considered but subject to assessment.
- To enrol into Certificate IV level courses
 - Satisfactory completion of Year 10 or equivalent, or
 - Satisfactory completion of Certificate III level courses
- To enrol into Diploma and Advanced Diploma level courses
 - Satisfactory completion of Year 12 or equivalent, or
 - Any Certificate III or higher Australian vocational certificate or equivalent.

LLN ASSESSMENT

- CORE Skills Profile for Adults (CSPA) assessment – mandatory for subsidised training, or
- Internal LLN assessment according to ACSF (Australian Core Skills Framework), or
- Having successfully completed a substantial component of a course at the Certificate III or higher level or completed a substantial component in Year level 11 or 12 in Australia.

ENROLMENT DATES

AAIC offers rolling enrolment for all of the courses, therefore students are allowed to join almost in every month when a new unit or cluster commencing. Please contact us to know the exact commencing date.

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3. ADMISSION PROCESS

1. Check your eligibility (if you are seeking for government subsidised training) We recommend you check your eligibility at: <https://www.skills.sa.gov.au/subsidised-eligibility>
2. Check course information that you would like to enrol in and determine your course. We recommend you check the course details and entry requirement in our website at: www.aaic.edu.au
3. Complete the AAIC Application Form for domestic students manually or it can be downloaded from, www.aaic.edu.au or you can collect one from office too. Submit it along with the supporting documents specifies in the application form.

All VET students must provide us a valid Unique Student Identifier (USI) prior to enrolment.

- Candidate can apply for a USI visiting: www.usi.gov.au if doesn't have any or can look up in the same website if forgotten the USI number.

We recommend contacting us if you have any questions to complete the form.

4. Complete the mandatory LLN assessment with required exit level.
Language, Literacy and Numeracy Assessment is a pre-requisite for all enrolling students for or accessing funded/subsidized training place
 - If you are accessing a funded or subsidized training place then you will be initially assessed under the UAN (Upfront Assessment of Need), please see section 5 Upfront assessment need for more details.

Certificate III student is required have exit level 2 in Reading, Writing and Numeracy.

Certificate IV student is required have exit level 3 in Reading, Writing and Numeracy

5. Get a final confirmation of enrolment. We will confirm your enrolment once we confirm your eligibility, entitlement, and conduct a successful LLN and a suitability and support needs assessment. Once all these completed successfully, we create training account in the government portal if it is government funded training.
6. Sign the student declaration form and letter of Offer & Agreement.
7. Commence your course as per the schedule. Student administration team will inform you with the details.

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4. SUBSIDISED TRAINING

GOVERNMENT FUNDED TRAINING

South Australia needs skilled people in the growth areas of its economy. The right training has never been more important. The good news is that it's now more accessible than ever because of government subsidised training. Discover your options and find a course that's right for you.

If your training is subsidised, the South Australian Government pays most of your course fees for you straight to your training provider, so you can focus on your training. It's not a study loan to you, it's a free grant, so you do not need to pay that back.

Students should note that there is a minimum contribution amount payable to access the government subsidy. We recommend students to check that in enrolment form before proceeding.

ELIGIBILITY

You may be eligible for subsidised training if you live or work in South Australia, and you are:

- an Australian or New Zealand citizen
- a permanent Australian resident, or
- an eligible visa holder (See eligible visas below)

and are:

- 16 years or over and not enrolled at school, OR
- Enrolled in Year 10, 11 or 12 and employed in a Training Contract that combines VET and SACE or school-based curriculum, OR
- Enrolled in Year 11, 12 or 13 and you are 16 or turning 16 years of age in the current year of enrolment, AND undertaking SACE or its equivalent.

ELIGIBLE VISA

All permanent residency visa holders

Skilled – Work Regional (subclass 491)

Skilled – Regional (Provisional) Visa (subclass 489)

Skilled Employer Sponsored Regional (subclass 494)

Business Innovation and Investment (Provisional) Visa, subclass 188

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Safe Haven Enterprise Visa (SHEV), subclass 790

Bridging Visa A, subclass 010*

Bridging Visa E (BE), subclass 050 and 051*

Temporary Protection Visa (TPV), subclass 785*

Bridging Visa B (BVB), subclass 020*

Bridging Visa F (BVF), subclass 060*

Partner Visa (Temporary), subclass 820 and 309

Temporary Humanitarian Stay visa (subclass 449)

Temporary Humanitarian Concern (THC) visa (Subclass 786)

*Individuals on bridging visas are only eligible where they are waiting on the outcome of an application for a permanent visa or one of the temporary visas listed above.

Visa holders with the following repealed provisional visas are also eligible for subsidised training:

Skilled – Regional (Provisional) Visa (subclass 489)

Skilled – Regional Sponsored Visa (subclass 475)

Skilled – Regional Sponsored Visa (subclass 487)

Skilled Independent – Regional (Provisional) Visa (subclass 495)

Senior Executive (Provisional) Visa (subclass 161)

Investor (Provisional) Visa (subclass 162)

State/Territory Sponsored Business Owner (Provisional) Visa, subclass 163

State/Territory Sponsored Senior Executive (Provisional) Visa, subclass 164

State/Territory Sponsored Investor (Provisional) Visa, subclass 165

To check your visa type, visit the [Department of Home Affairs](#).

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To check any work or study entitlement conditions attached to your visa, visit the Australian Government's [Visa Entitlement Verification Online service](#).

We recommend you check your eligibility at: <https://www.skills.sa.gov.au/subsidisedeligibility>

5. SUBSIDISED TRAINING ELIGIBILITY

ELIGIBILITY

If a student is eligible for subsidised training an Upfront Assessment of Need (UAN) will require prior to the enrolment and commencement of the training. It ensures student get the support they need to successfully complete their subsidised training. UAN process including eligibility and entitlement check must be satisfied and completed prior to a training account being created.

At this step participant eligibility for subsidised training is checked by reviewing participant information including, identity and residence, citizenship, school enrolment, Jobseeker status and presence of apprenticeship or traineeship contract. In this step we ask candidate to provide, at minimum:

- Unique Student Identifier (USI)
- A valid ID or Age ID
- Proof of Citizenship or proof of eligible visa
- Proof of living or working in South Australia

ENTITLEMENT

Once the eligibility check done, participant entitlement assessed and confirmed to undertake subsidised training by reviewing current qualifications and concessions. In this step we ask candidate to provide:

- Prior subsidised qualification/s details
- Highest accredited non-school qualification details
- Government concessions evidence.

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UPFRONT ASSESSMENT OF NEEDS (UAN)

This is the final but vital step in the UAN process where we assess the participant's suitability, support needs and literacy and numeracy assessment. The process includes two key steps:

- UAN Suitability and Support Needs Assessment and completing a Checklist by us, and
- Mandatory Online LLN Assessment (CSPA) irrespective to your level of prior studies.

In this process we will provide you information about the qualification, expectations and requirements and discuss with you whether you and the qualification are a good fit for each other. It's important that you get a good return on your investment in training.

Sometimes people need a bit of support to help them manage being in training and we will also be keen to have a chat about what that might mean for you and how we can assist. Life can get in the way sometimes of what you want to do but it doesn't necessarily need to stop you.

CSPA ASSESSMENT

You will also be asked to complete an on-line assessment in reading, numeracy and depending on the qualification level, writing too. The Assessment known as the CSPA (Core Skills Profile for Adults) assessment and will include the following reports and tools depending on the qualification level:

- **SRNI** (Snapshot Reading and Numeracy Indicator Report) – this is an assessment tool that identifies the learners most at risk in relation to their literacy and numeracy skills by assessing both reading and numeracy against the Exit Level of the ACSF.
 - It used under supervision to assess reading and numeracy capabilities in individuals seeking access to subsidised training in a Certificate II or III
 - Candidate must undertake the Literacy and Numeracy Comprehensive Assessment (LaNCA) if the candidate is below Australian Core Skills Framework (ACSF) Exit Level 2 in either reading or numeracy in SRNI test.
- **LaNCA** (Literacy and Numeracy Comprehensive Assessment) tool – this is a further assessment tool that identifies a more comprehensive report on the students LLN skill level.
 - It used under supervision to assess reading, writing and numeracy capabilities in individuals seeking access to subsidised training in a Certificate IV or higher qualification
 - The minimum level of ACSF Exit Level 3 in reading and numeracy and ACSF Exit Level 2 in writing is required for access to a Certificate IV or higher qualification.
 - The minimum level of ACSF Exit Level 2 in reading and numeracy is required for access to a Certificate II or III qualification.

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For Certificate II or III level courses, candidates need:

- SRNI results - Exit Level equal to or greater than 2 for Reading and Numeracy, or
- LaNCA results - Exit Level equal to or greater than 2 for Reading and Numeracy.

For Certificate IV, Diploma or Advanced Diploma level courses, candidates need:

- LaNCA results - Exit Level equal to or greater than 2 for Writing, and equal to or greater than 3 for Reading and Numeracy.

What if you cannot pass the LLN assessment?

If you cannot achieve the minimum level required in the CSPA assessment, the LaNCA must be interpreted to determine what literacy and/or numeracy supports are needed. Based on the interpretation report you may be eligible to commence the subsidised training after completing the required foundation skill units.

Re-sitting for CSPA assessment.

Non-school students who require further assessment but decline to undertake the LaNCA and exit the UAN process may re-sit the SRNI with the same training provider after three (3) months have lapsed.

TRAINING ACCOUNT

Once you complete UAN process means pass the suitability assessment and CSPA (SRNI or LaNCA) assessment, we will submit the Learning and Support Report to the department, and we will create training account for you in the training portal. The portal will allocate to you a Participant Number (you may already have one if you have enrolled in a funded program earlier), to be used to record your details and the results. You must sign the Participant Agreement Form - Collection and Use of Personal Information before we can proceed with your training account.

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6. STUDENT SUPPORT SERVICES

6.1 Student Induction and Orientation

6.2 Student Support Services



6.1 STUDENT INDUCTION AND ORIENTATION

The AAIC domestic Student Handbook is readily available at AAIC reception and can be downloaded from college website www.aaic.edu.au. It is student's responsibility to read and understand all the contents of the Handbook prior to commencement of studies. You can approach any member of staff if you have any questions regarding your studies or welfare.

The AAIC domestic Student Handbook will provide you with the essential information required during your course of study, such as:

- Your rights and responsibilities as a domestic student
- Conditions you need to be aware of in relation to your visa
- Student support services offered by the College in both academic and welfare areas at no additional cost to the student.
- AAIC Policies and procedures
- Course information
- Course Fees and charges
- Issuing of Certificates and Qualifications

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STUDENT ORIENTATION

AAIC shall undertake an orientation session for every commencing student which will enable student to understand their visa obligations as a student. Students will also be provided with a Student Orientation Handbook at that time which will provide you with important details about AAIC, Adelaide and other relevant information in order to assist you to settle in AAIC system. In the first two weeks of your course, please use the below Induction Checklist to organize yourself. If you are not sure of any aspect of your course orientation, please ask at Student Administration and you will be directed to the appropriate training or student support staff member.

STUDENT INDUCTION CHECKLIST

- Role of Student Support Team
- How to access staff
- Student Welfare Services
- Course details
- Explanation of books and learning materials required and cost.
- Timetable for the term
- Dates when assessments occur.
- Dates of relevant excursions
- Explanation of policies and procedures
- Student obligations
- Rights and Responsibilities
- Attendance requirements Academic requirements
- Code of Conduct

DOMESTIC – STUDENT SUPPORT SERVICES

The College's Student Administration office can provide support and information on everything from courses offered at AAIC, travel to accommodation, health, academic and general support.

The Student Administration Office can be contacted on **+61 8 8232 7788** between the hours of **9.00 am and 5.00 pm, Monday to Friday (Except Public Holidays)**, or email info@aaic.edu.au for advice on matters such as:

- Assistance with everyday practical difficulties: orientation and enrolment, student ID cards, etc
- Advice on Course related matters: Policies and procedures, assessments, English language support and learning support.
- Referrals to other agencies: Immigration matters, legal matters, specialist counselling, health and wellbeing.
- Cultural adjustments: Understanding the stages of adjustment; strategies to ease transition to a new culture; dealing with homesickness.
- Problem solving and decision making: Housing, finances, work, study, legal issues.
- Personal adjustments and relationships: Counselling; self-help resources.

We are committed to support all our students to succeed through the courses they enrolled to build their futures. We provide range of support services to our students as they need. Although, some external support services are limited to the domestic students but all of our internal support services are open to international as well as domestic students.

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AAIC support services includes but not limited to:

LLN SUPPORT SERVICES

Entry into the course generally controlled by the selection criteria for the course, however, sometime students may need additional support services for Language, literacy and numeracy to cope up with their training program. In that circumstances LLN support services requirement are identified during the course enrolment or delivery process, and appropriate LLN support services or additional tutorial supports are provided as needed.

Alternatively, students requiring any assistance or support with LLN should speak to their trainers and assessors who will liaise with support services team for assistance and guidance as required in line with “Student Support Services Policy”

INTERNAL LEARNING SUPPORT SERVICES

AAIC is committed to provide successful education opportunities to all our students from a diverse background, in order to meet the needs of the students we take all reasonable measures in our services to cater for their needs.

Every learner is different and that is why very often we find students who are behind with their course progress where we offer them consultation session, catchup classes or one-to-one sessions with the trainer, extension in the assessment period, re-assessment and deferment, etc.

Sometime reasonable adjustment may be made for participants with special needs (such as a disability or learning difficulty) according to the nature of the learning need.

EXTERNAL LEARNER SUPPORT SERVICES (LSS)

AAIC offers free of cost external Learner Support Services (LSS) to the government funded students. It is a one-on-one support service that helps students that are facing complex personal or learning challenges to manage these while studying. Talk to our Student support officer (contacts below) if you have any issues that may impact on the ability to stay in training and successfully complete your course. Learner Support Services assists our students to stay in training, complete their qualifications and successfully transition by:

Helping to navigate the training system

- Addressing life issues interfering with training
- Assisting students to develop study skills
- Obtaining supports available in the community
- Understanding and supporting students with the transitions and new expectations of employment

While support for you to develop your study skills can be provided, LSS does not include Literacy and Numeracy (L&N) training. This will be arranged by us as part of the LLN supports if needed.

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STUDENT SUPPORT OFFICERS

Princy Rathinam +61 8 8232 7788 Princy@aaic.edu.au	Dipali Patil +61 8 8232 7788 info@aaic.edu.au
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You can also contact one of our Learner Support Service providers' case managers directly.

Yvette Wijayasekera 0429687005 Yvette.wijayasekera@interskills.edu.au
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Please see your Trainer regarding academic enquiries relating to your course program, such as attendance, results/awards, and assessments.

COUNSELLING

The AAIC has experienced and dedicated staff that can provide basic counselling and resource information on a range of issues that may affect your studies and wellbeing. Your issue may be resolved early, or you could be referred to more specialized counselling. It is important to talk to someone who can help prevent problems from escalating. Common issues students may face include:

- Adjusting to Australian life and culture
- Anxiety and depression
- Financial matters
- Grief and loss
- Homesickness
- Personal, relationship and family difficulties
- Stress and anxiety
- Study and academic progress
- Unexpected life situations

BASIC COMPUTER Literacy SKILLS

Some basic skills taught include MS Word: opening, saving, spell check, highlighting, page breaks, formatting, finding information, copying, cutting, bullets and numbering, table of contents, inserting pictures/graphics, borders, using keyboard shortcuts. Please let us know if you have difficulties with word processing as it is important to gain these basic skills for assignment presentation.

BROCHURES AND SELF-HELP RESOURCES

Students have access to a range of self-help resources which the College has collated in relation to information on health and wellbeing, accommodation, legal matters, jobs and employment, counselling, study skills, and referrals to other sources. This information is available at reception or just ask Student Support Officer.

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7. STUDENT'S RIGHTS & RESPONSIBILITIES

7.1 Student Code of Conduct

7.2 Unique Student Identifier (USI)



International College

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STUDENT CODE OF CONDUCT

OVERVIEW

AAIC Student Code of Conduct provides a framework for the standard of conduct expected of students of AAIC with respect to their academic integrity and behaviour. It outlines the primary obligations of students and directs staff and students to the code and related procedures.

Where a student breaches this Code, AAIC may take disciplinary action. Such matters will be handled in accordance with the AAIC P40 Deferring, Suspending or Cancelling Policy.

AAIC Student Code of Conduct aims at providing a learning culture that prepares students to learn effectively and to gain the necessary skills for employment or further studies. Providing superior education in which students are encouraged to strive for excellence.

AAIC expects Students and trainers will help to contribute to this aim. Students will practice the qualities that AAIC and their employers seek and at all times act in a respectful and courteous manner. An environment free of harassment, discrimination and threatening behaviour will operate at all times.

AAIC recognises the values of Diversity and differences, Co-operation, Respect, and Tolerance & Freedom of expression well-established in social responsibility.

EXPECTED BEHAVIOUR WHILE ON CAMPUS

Whilst on campus, all students are expected to behave in a considerate and respectful manner towards other students, staff and visitors. Unacceptable behaviour restricts academic progress and hinders the work performance of others.

Students are encouraged to

- Speak in English whilst on campus
- Be respectful and courteous to everyone
- Be punctual and attend all classes
- Arrive and leave class at scheduled times, otherwise seek permission from your trainer
- In class, allow everyone an opportunity to learn. Listen and avoid interrupting others
- Submit all work on time
- If you miss class, it is your responsibility to catch up
- Turn off your mobile phones
- Adhere to the required dress and safety standards in your relevant course
- Alcohol, drugs and smoking are strictly prohibited
- Place all rubbish in the bins provided in the classroom

UNACCEPTABLE BEHAVIOUR OR MISCONDUCT

AAIC recognizes 2 forms of Misconduct of unacceptable behaviour as listed below

- Academic misconduct
- General misconduct

ACADEMIC MISCONDUCT

The following gives an indication to the types of behaviour that constitute 'Academic Misconduct' within the college:

ASSESSMENT TASKS

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- Students must not copy or paraphrase any document, audio-visual material, computer-based material or artistic piece from another source except in accordance with the conventions of the field of study
- Students must not use another person's concepts, results or conclusions and pass them off as their own
- In cases where the assessment task is intended to be individual work not group work, students must not prepare an assignment collaboratively and then submit work that is substantially the same as another student's assessment.
- Students must not ask another person to produce an assessable item for them.
- Any other way of academic misconduct as per AAIC's Plagiarism Policy.

EXAMINATIONS

- Students must not help or receive assistance from other students
- Students must not request the loan of or lend materials or devices to other students
- Students must not bring any materials into the examination room other than those specified for that examination
- Students must not use computer software or other devices during an examination other than those specified.
- A student may be excluded from a final examination in a unit for any of the following reasons:
 - unauthorized absence from class
 - failure to meet unit requirements, for example non-submission of assignments or failure to attend class or mid-term tests (if applicable)

GENERAL MISCONDUCT

General misconduct is where a student: acts dishonestly; harasses other students or staff; interferes with students or staff; prevents or disrupts learning; disobeys/fails to comply with contractual or legal requirements; misuses, damages or steals college's property or the property of others; alters/defaces the college documents or records; prejudices the good name of the college, or otherwise acts in an improper manner.

The following examples indicate the kinds of behaviour which constitute student misconduct. They are for illustrative purposes and are not intended to be exhaustive. Student misconduct occurs when a student:

- contravenes any rules or acts;
- prejudices the good name or reputation of the college;
- prejudices the good order and governance of the college or interferes with the freedom of other people to pursue their studies.
- wilfully disobeys or disregards any lawful order or direction from college personnel;
- refuses to identify him or herself when lawfully asked to do so by an officer of the college;
- fails to comply with any penalty imposed for breach of discipline;
- misbehaves in a class, meeting or other activity under the control or supervision of the college, or on college premises or other premises to which the student has access as a student of the college;
- obstructs any member of staff in the performance of their duties;
- acts dishonestly in relation to admission to the college;
- knowingly makes any false or misleading representation about things that concern the student as a student of the college or breaches any of college rules;
- alters any documents or records;
- harasses or intimidates another student, a member of staff, a visitor to the college, or any other person while the student is engaged in study or other activity as a College student, because of race, ethnic or national origin, sex, marital status, sexual preference, disability, age, political conviction, religious belief or for any other reason;
- breaches any confidence of the college;
- Misuses any facility in a manner which is illegal or which is or will be detrimental to the rights or property of others. This includes the misuse, in any way, of any computing or communications equipment or

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capacity to which the student has access at or away from the college premises while acting as the college student, in a manner which is illegal or which is or will be detrimental to the rights or property of others;

- steals, destroys or damages a facility or property of the college or for which the college is responsible; or
- Is guilty of any improper conduct.

CONSEQUENCES OF STUDENT MISCONDUCT

In relation to disciplinary matters listed above, AAIC may suspend or cancel a student's enrolment, according to AAIC P40 Deferring, Suspending or Cancelling Policy.

Please refer to AAIC P40 Deferring, Suspending or Cancelling Policy for further information.

COMPLAINT, GRIEVANCES & APPEAL

All students are to be given the opportunity to access the AAIC complaints, grievances and appeals procedure before reporting any provider-initiated suspensions or cancellations of enrolments via PRISMS. The students must be advised that they have 20 working days to lodge an appeal form the issue of final notification.

Where a student decides to access this procedure within 20 working days of notification the college will maintain the student enrolment until the process has finalised before going ahead with the reporting of the student's enrolment changes via PRISMS.

Where a student decides not to access this procedure within 20 working days of notification the college will continue with it reporting process.

UNIQUE STUDENT IDENTIFIER (USI)

ABOUT THE UNIQUE STUDENT IDENTIFIER (USI)

From 1 January 2015 all students undertaking nationally recognised training delivered by a registered training organisation will need to have a Unique Student Identifier (USI). A USI gives students access to their online USI account which is made up of ten numbers and letters. It will look something like this: 3AW88YH9U5.

The USI will make it easier for students to find and collate their VET achievements into a single authenticated transcript. It will also ensure that students' VET records are not lost. The USI is available online and at no cost to the student. This USI will stay with the student for life and be recorded with any nationally recognised VET course that is completed from when the USI comes into effect on 1 January 2015.

A USI account will contain all of a student's nationally recognised training records and results from 1 January 2015 onwards. A student's results from 2015 will be available in their USI account in 2016. When applying for a job or enrolling in further study, students will often need to provide their training records and results. One of the main benefits of the USI is that students will have easy access to their training records and results throughout their life. Students can access their USI account online from a computer, tablet or smart phone anywhere and anytime.

THE USI INITIATIVE WILL:

- Seamlessly link information about a student's VET achievements, regardless of where they studied.
- Enable students to easily access secure digital transcripts of their achievements.
- Give students access to, and more control over, their educational information.

WHO NEEDS A USI?

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Students who need a USI include:

- students who are enrolling in nationally recognised training for the first time
- school students completing nationally recognised training; and
- students continuing with nationally recognised training.

A student who is continuing study is a student who has already started their course in a previous year (and not yet completed it) and will continue studying after 1 January 2015.

Once a student creates their USI they will be able to:

- give their USI to each training organisation they study with.
- view and update their details in their USI account.
- give their training organisation permission to view and/or update their USI account.
- give their training organisation view access to their transcript.
- control access to their transcript; and
- view online and download their training records and results in the form of a transcript.

HOW TO GET A USI

It is free and easy for students to create their own USIs online. While students may create their own USI, AAIC is also able to create USIs for students. AAIC may do this as part of the enrolment process or when students begin studying. Where this service is provided, AAIC shall advise its students.

STEPS TO CREATE A USI

The following steps show how students can create a USI:

Step 1 Have at least one and preferably two forms of ID ready from the list below:

- Driver's Licence
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian)
- Certificate of Registration by Descent
- Citizenship Certificate
- Immi Card

IMPORTANT: To make sure we keep all student's training records together, the USI will be linked to the student's name as it appears on the form of ID used to create the USI. The personal details entered when a student creates a USI must match exactly with those on their form of ID. If a student has no proof of ID from the list above, they will be required to contact their training organisation about other forms of ID they can accept to help a student get a USI.

Step 2 Have contact details ready (e.g. email address, or mobile number, or address).

Step 3 Visit the USI website at: usi.gov.au.

Step 4 Select the 'Create a USI' link and follow the steps.

Step 5 Agree to the Terms and Conditions.

Step 6 Follow the instructions to create a USI – it should only take a few minutes. Upon completion, the USI will be displayed on the screen. It will also be sent to the student's preferred method of contact.

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Step 7 The student should then write down the USI and keep it somewhere handy and safe.

For more information please visit www.usi.gov.au

USI PRIVACY NOTICE

If you do not already have a Unique Student Identifier (USI) and you want AAIC to apply for a USI to the Student Identifiers Registrar (Registrar) on your behalf, AAIC will provide to the Registrar the following items of personal information about you:

- your name, including first or given name(s), middle name(s) and surname or family name as they appear in an identification document;
- your date of birth, as it appears, if shown, in the chosen document of identity;
- your city or town of birth;
- your country of birth;
- your gender; and
- your contact details.

When we apply for a USI on your behalf the Registrar will verify your identity. The Registrar will do so through the Document Verification Service (DVS) managed by the Attorney-General's Department which is built into the USI online application process if you have documents such as a Medicare card, birth certificate, driver licence, Australian passport, citizenship document, certificate of registration by descent, ImmiCard or Australian entry visa.

If you do not have a document suitable for the DVS and we are authorised to do so by the Registrar, we may be able to verify your identity by other means. If you do not have any of the identity documents mentioned above, and we are not authorised by the Registrar to verify your identity by other means, we cannot apply for a USI on your behalf and you should contact the Student Identifiers Registrar.

In accordance with section 11 of the Student Identifiers Act 2014 Cth (SI Act), we will securely destroy personal information which we collect from you solely for the purpose of applying for a USI on your behalf as soon as practicable after the USI application has been made or the information is no longer needed for that purpose, unless we are required by or under any law to retain it.

The personal information about you that we provide to the Registrar, including your identity information, is protected by the Privacy Act 1988 Cth (Privacy Act). The collection, use and disclosure of your USI are protected by the SI Act.

If you ask AAIC to make an application for a student identifier on your behalf, AAIC will have to declare that AAIC has complied with certain terms and conditions to be able to access the online student identifier portal and submit this application, including a declaration that AAIC has given you the following privacy notice:

You are advised and agree that you understand and consent that the personal information you provide to us in connection with your application for a USI:

- is collected by the Registrar for the purposes of:
 - applying for, verifying and giving a USI;

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- resolving problems with a USI; and
- creating authenticated vocational education and training (VET) transcripts;
- may be disclosed to:
 - Commonwealth and State/Territory government departments and agencies and statutory bodies performing functions relating to VET for:
 - the purposes of administering and auditing Vocational Education and Training (VET), VET providers and VET programs;
 - education related policy and research purposes; and
 - to assist in determining eligibility for training subsidies;
 - VET Regulators to enable them to perform their VET regulatory functions;
 - VET Admission Bodies for the purposes of administering VET and VET programs;
 - current and former Registered Training Organisations to enable them to deliver VET courses to the individual, meet their reporting obligations under the VET standards and government contracts and assist in determining eligibility for training subsidies;
 - schools for the purposes of delivering VET courses to the individual and reporting on these courses;
 - the National Centre for Vocational Education Research for the purpose of creating authenticated VET transcripts, resolving problems with USIs and for the collection, preparation and auditing of national VET statistics;
 - researchers for education and training related research purposes;
 - any other person or agency that may be authorised or required by law to access the information;
 - any entity contractually engaged by the Student Identifiers Registrar to assist in the performance of his or her functions in the administration of the USI system; and
- will not otherwise be disclosed without your consent unless authorised or required by or under law.

USI PRIVACY POLICIES AND COMPLAINTS

You can find further information on how the Registrar collects, uses and discloses the personal information about you in the Registrar's Privacy Policy <http://usi.gov.au/Pages/privacy-policy.aspx> or by contacting the Registrar through <http://usi.gov.au/Pages/contact-us.aspx>

The Registrar's Privacy Policy contains information about how you may access and seek correction of the personal information held about you and how you may make a complaint about a breach of privacy by the Registrar in connection with the USI and how such complaints will be dealt with.

You may also make a complaint to the Information Commissioner about an interference with privacy pursuant to the Privacy Act, which includes the following:

- misuse or interference of or unauthorised collection, use, access, modification or disclosure of USIs; and
- a failure by Us to destroy personal information collected by you only for the purpose of applying for a USI on your behalf.

For information about how AAIC collects, uses and discloses your personal information generally, including how you can make a complaint about a breach of privacy, please refer to AAIC's privacy policy which can be found in AAIC P26 Privacy Policy, AAIC P20 Complaints, Grievances and Appeals Policy & AAIC P19 Records Management Policy found in Section 7 -Policies of this student handbook.

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8. STUDENT INFORMATION

8.1 Fees, Charges and Course Duration
8.2 Method of Payment
8.3 Payment Schedule
8.4 Vocational Course Materials
8.5 Late Payment of Fees
8.6 Transfer to Other Education Providers
8.7 Deferral, Suspension or Cancellation
8.8 Recognition of Prior Learning
8.9 Additional Charges

METHOD OF PAYMENT

Fees are to be paid directly to the Australian Adelaide International College's bank account. Make sure you obtain the receipt and keep it in a safe place. You also have an option to pay by EFTPOS at college reception or by cash. Please note personal cheques are not accepted.

Account name: Australian Adelaide International College Pty Ltd

BSB: 065000

Bank name: Commonwealth Bank of Australia

Account Number: 11264774

Swift Code: CTBAU2S

VOCATIONAL COURSE MATERIALS

Vocational course materials vary from course to course. Students are expected to purchase textbooks, learner guides, tool kit and other learning materials as appropriate.

LATE PAYMENT OF FEES

Late payment of fees will incur a \$100 per week late fees. The College may also restrict services to students if fees remain overdue.

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TRANSFER TO OTHER EDUCATION PROVIDERS

1. Tuition Fees will not be transferred to another provider
2. If you abandon the course at AAIC, all fees due are payable on demand.

DEFERRAL, SUSPENSION OR CANCELLATION OF A STUDENT'S ENROLMENT

If a student is suspended by the College, the fees outlined in the Fees Schedule remain due and payable.

RECOGNITION OF PRIOR LEARNING

The College is committed to ensuring students prior knowledge and skills are recognized, pursuant to obligations under the Australian Quality Framework. Students must provide all documentary evidence with which to establish and demonstrate appropriate learning outcomes. Time taken depends on the complexity of assessment. It is essential therefore that students seeking RPL present all documents required in a timely manner.

ADDITIONAL CHARGES

Application for RPL	\$250.00 + 50% of total fees per unit of competency
Vocational Course Materials	Included in material fees
Photocopying	20c per sheet
Re-issue of Student ID	\$5.00
Re-commencement of Course after withdrawal	\$250.00 admin fees
Interim Academic Transcripts	No charge
Re-issue of Testamur	\$150

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9. POLICIES & PROCEDURES

9.1 AAIC P5 Plagiarism Policy
9.2 AAIC P6 Assessment Policy
9.3 AAIC P14 RPL Policy
9.4 AAIC P16 Enrolment Process Policy
9.5 AAIC P17 Student Support Policy
9.6 AAIC P18 Access and Equity Policy
9.7 AAIC P19 Records Management Policy
9.8 AAIC P20 Complaints, Grievances and Appeals Policy
9.9 AAIC P26 Privacy Policy
9.1 AAIC P27 Non-Payment of Fees policy
9.2 AAIC P31 Refund Policy
9.3 AAIC P35 Transfer of Students between Providers Policy
9.4 AAIC P37 Written Agreement Policy
9.5 AAIC P38 Critical Incident Policy
9.6 AAIC P40 Deferring, Suspending or Cancelling Policy
9.7 AAIC P41 Monitoring Academic progress Policy
9.8 AAIC P47 Student Code of Conduct Policy
9.9 AAIC P50 USI Management Policy
9.10 AAIC P52 Work placement Policy

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9.1 AAIC P5 PLAGIARISM POLICY

POLICY STATEMENT

DECLARATION:	<p>AAIC is committed to upholding standards of academic integrity and honesty.</p> <p>AAIC staff involved in training and assessment shall display leadership in academic integrity and use a range of approaches to educate students to practice honesty in their academic work.</p>
PURPOSE:	<p>To provide a systemic approach to the treatment of plagiarism in academic work at the AAIC. The policy is intended to promote honesty in learning and assessment and respect for the work of others. Contravention of this policy will result in students being penalized.</p>
SCOPE	<p>This policy applies to work submitted by AAIC past and current students as well as systematic approach for dealing with academic misconduct.</p>

POLICY GUIDELINES

DEFINITION

Plagiarism is the intentional or unintentional use of the work of other persons, copying (in whole or in part) the work or data of other persons, or presenting substantial extracts from written, printed, electronic or other media in a student's written, oral, electronic/on-line or group assignment work without due acknowledgment. Plagiarism involves giving the impression that a student has thought, written or produced something that has, in fact, been taken from another source. Any act of plagiarism constitutes a breach of this policy.

Academic integrity: is the moral code of academia. It involves using, generating and communicating information in an ethical, honest and responsible manner.

Academic misconduct: means conduct by which a student seeks to gain for himself, herself or another person an unfair or unjustified academic advantage in a course or unit of study and includes, cheating, collusion and plagiarism. It may be intentional or reckless.

Cheat/Cheating: means to seek to obtain an unfair advantage in an examination or written, oral or practical work required to be submitted or completed for assessment in a course or unit of study and includes the resubmission of work that has already been assessed in another unit.

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	<p>Collusion: means unauthorised collaboration on assessable written, oral or practical work with another person or persons.</p> <p>Proofreading: The process of identifying errors and suggesting corrections to a text. This must not involve rewriting passages of text in order to clarify meaning; amending the words used by the author (except to identify the correct spelling of the word used); rearranging passages of text or code, or reformatting other material; contributing additional material to the original; and checking calculations or formulae.</p>
AAIC RESPONSIBILITIES	<ul style="list-style-type: none"> • Make AAIC Plagiarism Policy and Procedures accessible to staff and students, including its implementation within the college. • Establish processes to support the consistent implementation of AAIC Plagiarism Policy. • Provide processes for students to access AAIC's complaints, Grievances and appeal policy regarding decisions arising from plagiarism. • Maintain confidential records of any breaches.
TRAINER/ASSESSOR RESPONSIBILITIES	<ul style="list-style-type: none"> • Know and consistently implement the AAIC Plagiarism Policy and Procedures. • Ensure that students understand the difference between cooperative learning, group work and plagiarism. • Be vigilant in the detection of plagiarism. • Be aware of, and respect, the practices of other cultures / cultural backgrounds
STUDENT RESPONSIBILITIES	<ul style="list-style-type: none"> • Acknowledge, Understand and comply with the AAIC plagiarism policy and procedures and seek help if unclear about their requirements. • Ensure that all sources of information are appropriately acknowledged. • Take all reasonable precautions to ensure work cannot be copied.
PROCESS FOR IDENTIFIED CASES OF PLAGIARISM	<p>Process for Identified Cases of Plagiarism (Intentional and Unintentional)</p> <p>Trainer/Assessor will identify the acts of plagiarism while assessing student's work. This process will be undertaken by verifying all student assessments with plagiarism software (*****). This portal shall be accessed via *****. Where</p>

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a student is suspected of plagiarism by a Trainer/Assessor, the following process will apply:

First Offence

1. The student will be invited to discuss the matter with the person assessing the assignment or document. The student may elect to have a support person accompany them to the meeting. The purpose of this meeting will be to establish the circumstances, nature and effects of the problem. The confidential meeting will be documented.
2. If the finding of plagiarism is upheld, the student will be considered to have failed to complete the requirements of the assignment in question and will be required to resubmit the assignment. In all cases the finding of plagiarism will be recorded on the student's academic file at the College.
3. If the finding of plagiarism is not upheld and is found to be an honest mistake, the student will be cautioned and counselled on academic honesty. A note of this warning will be recorded on his or her academic file at the College and the student will be required to resubmit the assignment.
4. Students, who cheat, plagiarise or collude on any piece of assessment, will be deemed Not Yet Competent and their names will be registered on a data base for future monitoring of similar occurrences. Depending on the level of severity and the student's history in relation to these behaviours, another opportunity may be given for a reassessment, as per reassessment fees structure.

Second Offence

5. In the event of a second offence, the student will be required to attend a formal meeting with course coordinator.
6. If the finding of plagiarism is upheld, the student will be asked to show cause as to why his or her name should not be reported to DIAC such academic breach
7. The reconsideration and review process and the College appeals process (refer complaints and appeals policy) will be available to the student should they remain dissatisfied with the outcome of the review of the situation.

IMPLEMENTATION

Step 1: The person assessing the assignment contacts the course coordinator and CEO to a suspicion of plagiarism in relation to work submitted by a College student.

Step 2: The Course Coordinator is asked to provide a confidential account of the reasoning behind their Suspicion of plagiarism.

Step 3: The Course Coordinator reviews the student's academic record to ensure that there have been no previous cautions on academic honesty or findings of plagiarism. If there is a previous record the case is dealt with as a second offence.

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Step 4: The student is sent a letter outlining the alleged offence and an invitation to attend a meeting with the Course Coordinator. Details of the proposed date, time and place of the meeting are provided along with copies of the Policy for Plagiarism, and the assignment/item in question.

Step 5: If the student elects to have a support person accompany them to the meeting they should contact the support person to ascertain their availability and willingness to attend. (The investigation is not a legal process and as such neither party has legal representation).

Step 6: The student may submit documentation in support of their case prior to the meeting for review by the course coordinator.

Step 7: The circumstances, nature and effects of the problem are discussed at the meeting and these are documented by the course coordinator during the meeting. The student has an opportunity to present their case.

Step 8: At the conclusion of the meeting the course coordinator will make one of two possible determinations:

- Scenario 1: If the finding of plagiarism is upheld, the student will be considered to have failed to complete the requirements of the assignment in question and will be required to resubmit the assignment. In all cases the finding of plagiarism will be recorded on the student's academic file at the College.
- Scenario 2: If the finding of plagiarism is not upheld and is found to be an honest mistake, the student will be cautioned and counselled on academic honesty. A note of this warning will be recorded on his or her academic file at the College and the student will be required to resubmit the assignment.

Step 9: The person assessing the assignment submits a written recommendation to the course coordinator within one week of the meeting.

Step 10: The recommendation is reviewed, approved and handed down by the CEO.

Step 11: The student is notified of the outcome of the meeting in writing within two weeks of meeting.

Step 12: The reconsideration and review process and the College appeals process (refer complaints and appeals policy) is available to the student should they remain dissatisfied with the outcome of the review of the situation.

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9.2 AAIC P6 ASSESSMENT POLICY

POLICY STATEMENT	
DECLARATION:	AAIC shall develop and implement assessment strategies to facilitate student learning and to assess achievement against learning outcomes or competency aims. Assessment supports student-centred approaches to learning. Assessment practices include the provision of constructive and timely feedback to students to provide students with a measure of their progress against stated learning outcomes and assist in their preparation for future assessment. AAIC adopts relevant and diverse forms of assessment.
PURPOSE:	<p>This policy/procedure supports Clauses 1.8 – 1.12 focusing on conducting effective assessment for courses delivered by AAIC as well as delivering quality Training and Assessment services to its clients.</p> <p>This policy establishes the College's framework for quality assurance in the management of the AAIC's Assessment System, responsibilities and obligations for assessment, quality assurance, and procedures for the effective conduct of assessment practices to ensure</p> <ul style="list-style-type: none"> • assessment judgements are consistently made on a sound basis • Validation of assessment judgements is carried out.
SCOPE:	<p>The scope of this policy includes assessment conducted in each of the qualification offered by AAIC. This policy addresses matters related to:</p> <ol style="list-style-type: none"> 1. The Responsibilities and Obligations of Assessment 2. Quality Assurance: Validation, moderation and adjustment, 3. Procedures: Recording, Extensions, Overdue Assessments, Re-submissions 4. Management of the Assessment System
DEFINITION	
COMPETENCY BASED TRAINING AND ASSESSMENT	<p>Competency: a broad concept that describes a student's ability in a range of areas. It covers:</p> <ul style="list-style-type: none"> • Task skills. How do student perform individual tasks? • Task management skills. How do student manage a number of different tasks within a job? • Employability Skills – How would student deal with responsibilities and expectations of the workplace?

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Competency based training is aimed at providing students with the skills, knowledge and understanding to demonstrate competence against standards, which are national and industry endorsed.

Competency standards reflect the knowledge and skills and the application of that knowledge and skills to the standard of performance required in employment and against the same standards. Students are not compared with one another. Standards are developed by industry, based on the organization of work, expressed in terms of workplace outcomes and regularly reviewed to ensure their continuing relevance to the workplace.

Competency based assessment is the process of collecting evidence and making judgments on whether competency has been achieved. This is based on the student being informed about the assessment process and includes the provision of information detailing the requirements for successful performance to be assessed.

- In keeping with the principles and practices of competency based assessment, the determination of competency will be made on an aggregate of evidence, not in isolation.
- Once student have been assessed against these standards, student will receive a grade of “C” for Competent and “NYC” for Not Yet Competent. Not Yet Competent means that student have not met the requirements and will be given the opportunity to fill any competency gaps to obtain competency. If student do not fulfil all requirements of a qualification, student will receive a Statement of Attainment, rather than a qualification.
- All units in student’s course are delivered and assessed strictly in accordance with the Unit outlines issued to student at the beginning of the term. Delivery and assessment of Competency is strictly in accordance with the relevant Training Package.
- Each part of a Unit of competency must be addressed for a student to be graded as “Competent”. If a student is deemed “Not Yet Competent”, under competency based training and assessment, students are provided with three opportunities to achieve competence. Failing this, the student will need to repeat the unit of study.

Assessment Grading Criteria – Vocational Education Courses

Assessments for all Vocational Programs are assessments according to the rules outlined in each of the Training Package and accredited course unit of competency. Each unit of competency is allocated a result as follows:

- **Competent C** Competent is awarded to student who has achieved all of the learning outcomes specified for that unit/module to the specified standard.
- **Not Yet Competent NYC** Not Yet Competent is awarded to student who failed to achieve all of the learning outcomes specified for that unit/module to the specified standard.

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POLICY GUIDELINES

AAIC RESPONSIBILITY

AAIC is responsible for coordinating and monitoring the practice of assessment and to ensure that fair, effective, consistent and appropriate assessment practices are in place. The Training and assessing team will review the Assessment Plan developed for each course and ensure the weighting and timings of assessments are fair, equitable and consistent with the specifications outlined in the accredited course documents or Training and Assessment Strategies.

The Training and assessment team ascribes responsibility for conducting assessment to academic staff and assessor and ensures that assessment tasks are consistent with the aims, objectives and content of a course and/or unit of study.

Responsibilities of Course Coordinators (or delegated nominee)

- Review and approve Assessment Plan
- Conduct assessment validations and moderations
- Ensure all students and assessors are aware of their obligations during a study period
- Manage the development and review of assessments tools
- Develop Assessment tools in line with Principles of assessment i.e. assessment tools are fair, flexible, reliable and valid
- Conduct assessments and record evidence used to make a decision about competence in line with rules of evidence i.e. evidence collected are valid, sufficient, currency, authentic
- Approve Reasonable Adjustments as per the Access and Equity Policy and Procedure
- Conduct and approve Recognition of Prior Learning as per the AAIC's RPL Policy and Procedure

RESPONSIBILITIES OF TRAINERS / ASSESSORS

- Contribute to the development of an Assessment Plan and Training and Assessment Strategy with the Course Coordinator (or delegated nominee)
- Provide constructive and timely feedback on assessments submitted by students.
- Adhere to assessment strategies and their submission timeframes.
- Report on student progress and achievement in an honest, clear and objective manner and based only on relevant data.
- Report on assessment outcomes.
- Apply the Complaints, Grievance and Appeals Policy and Procedure and the plagiarism Policy and Procedure. (if required)
- Classroom Management: Decisions related to both classroom management and assessments are the responsibility of the class trainer/assessor. Students are expected to comply with

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	<p>trainer/assessor's instructions. Students are encouraged to speak with their trainer/assessor about any learning and assessment issue which may be affecting their progress. Issues related to course progress, attendance and participation in a unit can be discussed with the trainer/assessor. Students can also speak with the Student Administration Officer.</p> <ul style="list-style-type: none"> • Award competency to learner based on evidence submitted by the student and ensure evidence are in line with rules of evidence. • Be aware of the AAIC Plagiarism Policy and Procedure to handle academic misconduct.
RESPONSIBILITIES OF STUDENTS	<ul style="list-style-type: none"> • Be aware of all requirements to be deemed competent in a unit of competency. • Be aware of mechanisms within the College for seeking assistance and advice, in particular in relation to problems in meeting assessment timeframes, withdrawal from a course and/or unit of competency and special consideration due to illness or other misadventure. • Practise academic integrity and avoid plagiarism. • Accept fair, helpful and timely feedback on assessment tasks including evaluation of performance and progress in a unit of competency. • Be aware of the AAIC Plagiarism Policy and Procedure and the AAIC Complaints, Grievance and Appeals Policy and Procedure which includes the procedure for appealing academic decisions. • Undergo assessment against all of the tasks identified in the elements of the unit or module • Demonstrate capability of performing these tasks to an acceptable level.
MANAGEMENT OF THE ASSESSMENT SYSTEM	
DEVELOPING ASSESSMENT TOOLS	<ul style="list-style-type: none"> • AAIC shall develop assessment materials using the information from the unit or module elements, performance criteria and assessment requirements to determine what competence looks like. • AAIC shall set benchmarks for measuring the learner's performance using 'observable behaviours' to ensure learner <ul style="list-style-type: none"> ○ actually undertake all the required tasks ○ demonstrate their ability to do so in different contexts and environments. • AAIC develop assessment in such a way that, if assessment tasks are undertaken as a group, each learner is assessed on each component of the task and assessor has the opportunity to assess performance of the individual learner and not as a group. • AAIC collect evidence for assessment requirements into three areas: <ul style="list-style-type: none"> ○ Performance evidence ○ Knowledge evidence

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	<ul style="list-style-type: none"> ○ Assessment conditions • AAIC shall keep performance and knowledge evidence describes what a learner must demonstrate in order to be considered competent. • AAIC shall assessment conditions describe the conditions under which a learner must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment. • AAIC shall ensure students are given appropriate details such as: types of assessment, instructions, length (words/duration), weighting, and submission timeframes.
IMPLEMENTING ASSESSMENT TOOLS/METHODS	AAIC shall implement the assessment methods using principles of assessment of fairness, flexibility, validity and reliability as follows:
	FAIRNESS
	<ul style="list-style-type: none"> • At enrolment or prior to commencement of training, make recognition of prior learning available to all learners. Ensure any required adjustments are made to the training and assessment program for each learner. This will be driven by AAIC P16 Enrolment Process Policy and AAIC P14 RPL Policy • AAIC shall consider the learner's needs in the assessment process and make reasonable adjustments to accommodate the learner (such as providing oral rather than written assessment). However, the rigour of the assessment process shall not be compromised (e.g. if there is a requirement to complete documentation in a unit of competency, oral assessment would not be appropriate). This is will be driven by AAIC P18 Access and Equity Policy. • AAIC will ensure that the learner is fully informed of the assessment process and performance expectations before undertaking assessment. • If a learner is unable to complete the required task to the level described in the assessment requirements, consideration whether they need further training before being reassessed shall be made. Sound enrolment processes shall be implemented to help identify the needs of learners and avoid learners being enrolled in a course that they will not be able to complete. • AAIC shall provide Learners with an opportunity to challenge an assessment decision and to have it reviewed objectively which will be driven by AAIC's Complaints Grievance & Appeals policy.
	FLEXIBILITY
	<ul style="list-style-type: none"> • At enrolment or prior to commencement of training, AAIC shall make recognition of prior learning available to all learners. AAIC shall ensure any required adjustments are made to the training and assessment program for that learner.

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- AAIC shall take the learner into account in the assessment process, and recognise that they may already have demonstrated some aspects of the unit through other means. If individual learners have demonstrated current skills and knowledge, they should not be required to be reassessed in those areas, unless the previous demonstration of skills or knowledge is in a significantly different context or environment.
- AAIC shall use a range of assessment methods to help produce valid decisions and recognise that learners demonstrate competence in a variety of ways.

VALIDITY

- As part of assessment, AAIC shall require learners to demonstrate skills and knowledge across a range of environments and contexts relevant to the unit or module. Assessing in a variety of contexts shows that the learner is able to apply the skills and knowledge in other situations, and can apply their knowledge in a practical way.
- AAIC shall ensure that assessment tasks and methods match assessment requirements. For example, if assessing a practical skill such as keyboarding, questions about how a keyboard operates may not be valid as this knowledge is not required in order to carry out the task. Instead, use questions that demonstrate knowledge of why the learner is doing the task in a particular way.

RELIABILITY

- AAIC shall make assessment decisions consistently across different learners and different assessors in the same unit or module.
- AAIC shall have a well-designed assessment system that includes measures to minimise variation between assessors. The same evidence presented by different learners or to different assessors should result in the same decision which will be driven by AAIC P15 Validation & Moderation Policy
- AAIC shall develop evidence criteria (i.e. decision-making rules) to judge the quality of performance which will be available in respective Facilitator and Assessor Guide for each unit of competency under Assessment Outcome Guidelines, Specifications, this will help assessors make consistent judgements about competence. Evidence criteria could include:
 - model answers (where appropriate)
 - descriptions of observations needed to assess skills and application of knowledge in a practical activity.
- AAIC's benchmarks for practical activities shall be broad enough to allow for variations and reasonable adjustment in the precise task being undertaken and any variations in the context which will be available in

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	Facilitator and Assessor Guide for each unit of competency under “Planning the Assessment” section of each assessment task. This will also include ‘observable behaviours’—the behaviours which must be exhibited by the learner when carrying out the task. Assessor will be able to record these observations using the “Observation Checklist” for Assessment Task (as applicable) in Facilitator and Assessor Guide for each unit of competency.												
METHODS OF ASSESSMENT	<p>Student assessment is conducted using a variety of strategies. The College uses learner friendly resources and provides additional support where required. We provide information relating to the requirements of the training program, including assessment details at the beginning of the term. All assessment tools are designed to closely link the training program with the requirements in industry.</p> <p>The objectives of the assessment process are to confirm that students have acquired the competencies identified and to demonstrate that students are competent to the agreed industry standard.</p> <p>Students are assessed using a variety of methods to ensure reliability and validity. At all times, student’s trainer will give student explicit instructions on how each assessment are to be done. These methods could include, but are not limited to those described in the following table:</p> <table border="1"> <thead> <tr> <th>TYPE OF ASSESSMENT</th><th>DESCRIPTION</th></tr> </thead> <tbody> <tr> <td>Written assignments</td><td>Students will be required to construct a written piece of work on a topic to demonstrate understanding. Your trainer should help you to construct the format of the assignment.</td></tr> <tr> <td>Tests</td><td>Tests may be practical or theoretical, closed or open book, short answers, multiple choices or a close comprehension activity.</td></tr> <tr> <td>Trainer observations</td><td>At times, trainers will make observations in class in order to formulate a judgment about competency</td></tr> <tr> <td>Portfolios</td><td>These are a collection of evidence using a variety of formats to establish evidence of a competency. Examples might include projects, videos, peer evaluations, CD-ROMs, Photos</td></tr> <tr> <td>Group Project Work</td><td>Group membership (such as leader, scribe, and reporter) may be assigned or may be a free choice.</td></tr> </tbody> </table>	TYPE OF ASSESSMENT	DESCRIPTION	Written assignments	Students will be required to construct a written piece of work on a topic to demonstrate understanding. Your trainer should help you to construct the format of the assignment.	Tests	Tests may be practical or theoretical, closed or open book, short answers, multiple choices or a close comprehension activity.	Trainer observations	At times, trainers will make observations in class in order to formulate a judgment about competency	Portfolios	These are a collection of evidence using a variety of formats to establish evidence of a competency. Examples might include projects, videos, peer evaluations, CD-ROMs, Photos	Group Project Work	Group membership (such as leader, scribe, and reporter) may be assigned or may be a free choice.
TYPE OF ASSESSMENT	DESCRIPTION												
Written assignments	Students will be required to construct a written piece of work on a topic to demonstrate understanding. Your trainer should help you to construct the format of the assignment.												
Tests	Tests may be practical or theoretical, closed or open book, short answers, multiple choices or a close comprehension activity.												
Trainer observations	At times, trainers will make observations in class in order to formulate a judgment about competency												
Portfolios	These are a collection of evidence using a variety of formats to establish evidence of a competency. Examples might include projects, videos, peer evaluations, CD-ROMs, Photos												
Group Project Work	Group membership (such as leader, scribe, and reporter) may be assigned or may be a free choice.												

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		All members are to commit equally to the project. Successful team or group work is an integral part of both the learning and working environment.
	Journals	Journals take many formats and can represent a factual piece of evidence over time.
	Oral presentations	Students are expected to deliver oral presentations in order to refine techniques as well as impart information. Generally oral presentations include visual or audio material, allow some audience involvement, show evidence of planning, and conform to time constraints.
	Demonstration	Practical demonstrations to reveal knowledge of topic. Some competencies must be demonstrated in a practical manner.
	Case studies	This approach to assessment usually analyses evidence using real life situations.
	Research	You may need to interview people in order to gather data. You trainer will instruct you on a format for interviewing.
	Practical demonstrations	To reveal knowledge of topic. Some competencies must be demonstrated in a practical manner
	Self-paced learning	Some units require students to engage in the self-paced learning approach in which instruction and assistance are provided for students to work independently through material at their own speed. Specific outcomes such as assessments and time lines must be met.
	Field / industry placement	During field/industry placement, students will work, observe, investigate, evaluate, criticise and report orally or in written form. In all cases, students are to demonstrate in various ways after the field experience that they have understood the application of knowledge initially gained in class.
EVIDENCE REQUIREMENTS	What evidence is required? Trainer/s will gather evidence throughout student's course. There are a variety of assessment tasks that will need to be administered.	

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Assessment tasks are designed to ascertain how student is progressing and what progress student has made towards achieving the required competencies.

AAIC shall record the evidence in line with rules of evidence of validity, sufficiency, authenticity and currency as follows:

VALIDITY

- AAIC shall ensure that evidence is directly related to the competency being assessed.
- AAIC shall ensure there is a direct relationship between the assessment tasks or activities learners undertake, the evidence presented and the assessment requirements.

SUFFICIENCY

- AAIC shall gather enough evidence to make a valid judgement of competence or otherwise.
- The quantity of evidence may vary between learners. Some may take longer or need to complete a greater number of tasks to demonstrate competence. Others may, despite repeated opportunities, not be able to achieve competence.

AUTHENTICITY

- Ensure that evidence gathered 'belongs' to the learner being assessed and provides evidence of that person's skills and knowledge.
- Verify that the person you are enrolling, training and assessing is the same person that will be issued with a qualification or statement of attainment. This does not remove your responsibility to verify the identity of a learner enrolled in a face-to-face course, but it is clearly easier to do this through direct interaction with the learner. Regardless of the delivery method, you must be able to demonstrate how you have verified the identity of the learner this will be further governed by AAIC P33 Qualifications & Statement of Attainment Issuance Policy.
- AAIC shall check work submissions for plagiarism which will be further governed by AAIC P5 Plagiarism Policy.

CURRENCY

- Decide how valid the evidence is, given the time that has passed since the evidence was generated.
- AAIC shall determine whether the evidence is recent enough to show the learner is competent at the time an assessment decision is made. For example, a computer programmer who has 10 years' experience but has

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	<p>not been directly involved in hands-on programming work for the past three years may not have current skills in or knowledge of contemporary programming methods. However, the programmer may be able to update their skills and knowledge through a 'gap training' program. This varies to some extent between industries and, as a person with current industry skills and knowledge, an assessor is well placed to make this judgement.</p>
ADMINISTERING ASSESSMENT	Preparing for assessment
	<ul style="list-style-type: none"> AAIC shall have requirements of assessment for each unit/module/cluster outlined for the student and Assessor in the Facilitator Assessor Guide under Assessor Task instructions along with requirements and due dates of the task and Marking Guide for assessor AAIC shall record reasonable Adjustments where relevant.
	Assessing written work and provide feedback
	<ul style="list-style-type: none"> Each written Assessment Task should be submitted electronically by the student with a signed and completed Assessment Task Cover Sheet. These details will be available to student in Facilitator and Assessor Guide for respective unit/module/cluster Submitted assessment task shall be assessed within 4 weeks of unit completion and students shall be provided feedback on the Assessment Task Cover Sheet.
	Assessing practical tasks
	<ul style="list-style-type: none"> Practical tasks may be assessed during classes and/or visits. Instructions for completing tasks will be outlined in the relevant Facilitator Assessor Guide of unit/module/cluster.
	<p>Recording:</p> <ul style="list-style-type: none"> Assessors will be required to make assessment decisions and formally record those decisions. Assessors shall complete a Competency Record Sheet (CRS) for each unit of competency. The CRS is submitted to the College Administrator at the conclusion of each study period.
	<p>Absence on day of assessment</p> <ul style="list-style-type: none"> If a student is absent on the day of assessment, student must inform the trainer or the College (prior to the day if possible). Appropriate evidence to show the cause of absence must be produced on or before the next class.
	<p>Late for a test</p> <ul style="list-style-type: none"> If a student is late for a test or exam, student will be required to complete the test/exam in the specified time period. No extension will be granted.

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Due date for assignments

- All assignments must be handed in on or before the due date and time specified by the trainer. A late assignment submission will incur a late fee of \$75 per assignment.
- If student is not able to hand in assignment on the due day and require special consideration, such as if student is ill, student will need to discuss the matter with the trainer for exceptional circumstances and student may also need to provide a medical certificate.

Overdue Assessments:

- An assessment is 'overdue' when it is not submitted by the due date or by the agreed extension date. Should the student fail to submit an assessment by the agreed date, penalties may be applied and it will be recorded in the students' academic file.

Extensions:

- Students who require an extension of time to complete an assessment must seek approval from the trainer/assessor. The trainer/assessor must approve such extension date. Extension can only be granted due to compassionate or compelling circumstances that are generally those beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:
 - serious illness or injury, where a medical certificate states that the student was unable to attend classes;
 - bereavement of close family members such as parents or grandparents (Where possible a death certificate should be provided);
 - major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies; or
 - a traumatic experience which could include:
 - involvement in, or witnessing of a serious accident; or
 - witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports)

Re-submission

- If a student is unable to complete the required task to the level described in the assessment requirements, then a student may be allowed to re-submit the assessment by assessor.
- The student and the assessor must negotiate a specific timeframe for the re-submission of the assessment task and note and sign the re-submission timeframe on the Assignment Cover Sheet.
- Only one free resubmission is permitted per assessment.

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	<ul style="list-style-type: none"> • If this resubmitted assignment is again assessed as Not Yet Competent, the student may make a second resubmission by a deadline specified by the trainer. • A fee of \$50.00 will be charged for this second resubmission. • The second resubmission will not be assessed until proof of payment of the fee is presented. • If a second resubmission is not assessed or is assessed as Not Yet Competent the student will be deemed Not Yet Competent for the unit of competency. • Course Coordinator may consider further training and allow reassessment for the Unit of Competency. See Reassessment procedure. <p>Reassessment</p> <ul style="list-style-type: none"> • Course coordinator may cogitate the need for further training before reassessment at the mutually agreed time. • The re-assessment will be scheduled at a time suitable for student, trainer and the College. • Re-assessment will incur a cost of \$300 per unit of competency. This must be paid one week in advance of re-assessment.
APPEALING AN ASSESSMENT RESULT:	<ul style="list-style-type: none"> • If a student is dissatisfied with the assessment result, the student can access AAIC Complaints, Grievances & Appeals Procedure to appeal. • Please refer to the AAIC Complaints, Grievances and Appeals Policy for further information regarding the process.
QUALITY ASSURANCE: ADJUSTMENT, MODERATION, AND VALIDATION	<p>The Training and assessment team is responsible for the regular review of assessment practices and activities. AAIC has in place a variety of quality assurance systems and mechanisms to ensure that feedback and input from assessor, academic staff, students, and external advisers is collated, analysed and acted upon. Information received in relation to course progress analysed and reported on each term. AAIC employs internal and external monitoring and evaluation activities to inform the process of continual improvement of courses, delivery processes, and assessment strategies.</p> <p>Adjustment:</p> <p>Assessment tasks may be subject to Reasonable Adjustment where a student has a specific disability or special need. Adjustments are measures or actions taken in order to provide substantive equality for students with a disability. The obligation on the College to implement any adjustments is subject to provision by the student, of timely and relevant advice of the student's individual requirements. In determining the reasonableness of an adjustment to assessment, the vocational and professional outcomes of the course must be considered in order</p>

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	<p>to ensure assessment decisions are appropriate. (Refer to the Access and Equity Policy and Procedure)</p> <p>Moderation:</p> <p>Assessment moderation is the review of assessment decision-making to ensure consistency in measuring competency. A group of assessors will meet to discuss their assessment processes and tasks with a view to identify issues and making improvement.</p> <p>Validation:</p> <p>Assessment validation involves comparing, evaluating and reviewing assessment processes, methods and tools and the subsequent assessment decisions.</p> <p>This is further governed by AAIC P15 Validation & Moderation Policy</p>
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9.3 AAIC P14 RPL POLICY

POLICY STATEMENT	
DECLARATION:	AAIC shall grant Course credit, national recognition and/or RPL to individual learners, who are able to demonstrate appropriate prior learning or experience in line with RTO Standards 2015 & National Code 2018.
PURPOSE:	<p>Purpose of this policy is to</p> <ul style="list-style-type: none"> ensure compliance with Clause 1.2, Clause 1.12 and Clause 3.5 of National Standards for RTO 2015. This policy also supports 'Standard 12 – Course Credit' of the 'National Code 2018'. implement a procedure for the college to process any student's applications for course credit and document any results, including student verification of the outcome provide a process that ensures that students receive written verification of the outcome of the course credit application and records are kept with student files. ensure that any changes to course duration that occur from granting a course credit, after a Student Visa is granted, are reported to DEPARTMENT OF HOME AFFAIRS via PRISMS.
SCOPE	This policy is applicable to areas of training and assessment delivered by AAIC including amount of training to be provided to learner.

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DEFINITIONS

'National Recognition'

Recognition by an RTO of the AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person.

From enrolling in units as a result of having completed units at another Registered Training Organization, within the AQF framework, and from the same Training Package, where those units are included in the Course in which they are enrolled. The granting of exemption or credit by a Registered Training Organisation (College) to students for units of competency completed under accredited training. These unit codes must identically match the units that you are applying for credit.

'Credit Transfer' (CT)

Credit transfer assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the client's initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the Australian Qualification Framework (AQF).

'Recognition of Prior Learning' (RPL)

Also known as Recognition of Current Competencies (RCC)

RPL is the acknowledgment of a person's current skills and knowledge acquired through previous training, work or life experience. Briefly, RPL is a method, approved under the Australian Qualifications Framework, to establish candidate's competency against a set of national standards using a range of alternative assessment criteria. RPL therefore recognises candidate's life skills and the practical knowledge candidate have acquired no matter how or where. Most importantly, these skills and knowledge need not have been gained in a formal education setting.

Recognition of prior learning (RPL) may be defined in a number of ways, some more expansive than others. However, all definitions include the key notion that RPL involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. RPL assesses this unrecognised learning against the requirements of a qualification, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, RPL encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes.

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	<p>The AQF sets out the qualifications standards upon which RPL ultimately relies for its credibility. Under the AQF, each qualification guideline provides for an RPL pathway as an 'alternative' or 'non-institutional' access point or source of credit. This keeps the system of qualifications open to recognition of the value of learning achieved outside the formal system, as part of everyday living in a continuum of learning throughout one's life.</p> <p>AAIC shall ensure that it will collect the evidence to make a decision about recognition of prior learning in line with principles of evidence which will be valid, sufficient, authentic and current.</p>
GENERAL PROCEDURE	<ol style="list-style-type: none"> 1. All students are made aware of their ability to apply for course credit, RPL or national recognition at the time of their enrolment. 2. Students are to place any applications for course credit, RPL or national recognition at the time of enrolment or latest by the 2nd week of the first term of study in their enrolled course. 3. Where either of the above, Credit Transfer or Recognition of Prior Learning, applications are approved the following must occur: 4. Relevant Course-Coordinator shall determine the amount of training to be provided to the student based on their existing skills and knowledge, determine the mode of delivery and where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification. 5. Student Administration must adjust the student's COE and training plan to reflect any reduction in the period of study the student is enrolled. 6. Where any application for course credit is received by the college, either RPL or CT, the college is to assess the application and provide an outcome to the applicant within 14 days of receiving it, or as soon as practical where further information is required to determine the outcome. 7. The College needs to provide the student a 'Confirmation of Outcome of RPL/Credit Application'. The students must sign this letter to indicate agreement with the outcomes of Credit Transfer or Recognition of Prior Learning applications and a copy is to be kept on the students file. 8. If an applicant is unsatisfied with the procedure, outcome and explanation of RPL/Credit Transfer, he/she will be able to contact the course coordinator for further clarification or access AAIC's Complaints and Appeals procedure which outlines further action that may be taken. 9. If a student is granted a course credit which leads to a shortening of the student's course, the AAIC must:

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	<p>a. if the course credit is granted before the student visa grant, indicate the actual net course duration (as reduced by course credit) in the confirmation of enrolment issued for that student for that course, or</p> <p>b. if the course credit is granted after the student visa grant, report the change of course duration via PRISMS under section 19 of the ESOS Act.</p> <p>10. RPL costs - \$250 course enrolment fee (Non-refundable) + 50% of total fees per unit. All fees are payable before or upon submission of evidence portfolio. If RPL is granted candidate will then become competent in the given unit. If RPL is not granted, the 50% fees will then go towards the full payment of the given unit and you are required to complete the unit as per the college terms.</p>
CREDIT TRANSFER & NATIONAL RECOGNITION PROCEDURE	<ul style="list-style-type: none"> Students must first fill in an RPL Application Form (AAIC-F24 RPL Application Form) and return to AAIC reception with the required Fee On receipt of a completed RPL application form AAIC Administration will issue a receipt for the RPL fee and provide the student with an RPL Application Kit (AAIC-F24A RPL Application Kit) containing evidence guide related to the Units of Competency or Qualification sought by the Applicant. Students who have completed a Nationally Recognised qualification / unit that have the exact same code as a unit currently enrolled will be eligible for credit transfer for the unit(s). The student must provide the original certificate/ AQF documentation issued by another RTO or authentic VET transcript issued by the registrar. Where originals are required to be sighted, the Student Administration manager will sight the originals and indicate on copies that originals have been sighted and return originals to the student. The College shall at no time keep original certificates. The application is then forwarded to the relevant Course Coordinator to be assessed and outcomes determined. An outcome will be recorded, and corresponding changes will be made to student enrolment and student will be notified.
RECOGNITION OF PRIOR LEARNING PROCEDURE	<ul style="list-style-type: none"> Students must first fill in an RPL application form and return to AAIC reception with the required RPL Fee On receipt of a completed RPL application form AAIC Administration will issue a receipt for the RPL fee and provide the student with an RPL Evidence Guide related to the Units of Competency or Qualification sought by the RPL Applicant. Training Staff will monitor the student's progress in order to provide ongoing advice or assistance in the collection of competency evidence.

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	<ul style="list-style-type: none"> Once a student has completed the collection of their competency evidence, they should submit the RPL evidence to AAIC administration for assessment which will be forwarded to course coordinator. Should insufficient evidence be provided further guidance may be provided by training staff or a scheduled assessment event may be negotiated where in observation of the competency in a number of contexts may be conducted. All competency decisions shall be recorded with assessment advice and or statements of attainment or qualifications being issued as soon as practicable. An outcome will be recorded, and corresponding changes will be made to student enrolment and student will be notified. Where a RPL is granted, AAIC shall provide a record of the RPL application to the student, which must be signed or acknowledge by student, and will be placed on the student's file.
RECORD KEEPING REQUIREMENTS	<ul style="list-style-type: none"> If the registered provider grants RPL or course credit to an overseas student, the registered provider must give a written record of the decision to the overseas student to accept and retain the written record of acceptance for two years after the overseas student ceases to be an accepted student.

10. AAIC P16 ENROLMENT PROCESS POLICY

Processes for Domestic Students	<p>The recruitment of students follows general marketing and is the first step in establishing a formal relationship between the student and Australian Adelaide International College. It is important that the recruitment is ethical and upholds the integrity of Australian education and training. Intending students need to be able to access information about the course, fees, facilities, services and resources offered by the registered provider prior to enrolment in order to make an informed choice about their education options. At this point, AAIC also needs to be satisfied that the student meets the Upfront Assessment of Need (UAN) criteria.</p>
Step 1: Application Process	<ol style="list-style-type: none"> Upon receiving initial contact by a potential or enrolling student, enrolling officer shall provide a copy of Domestic student handbook to the student through print or through referral to an electronic copy which will contain current and accurate information on: <ul style="list-style-type: none"> Entry requirements for domestic student's acceptance into a course. (refer to Appendix C) the national course code, course content, modes of study for the course including compulsory online and/or work-based training, placements,

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other community-based learning and collaborative research training arrangements, and assessment methods

- course duration and holiday breaks
- the course qualification, award or other outcomes
- campus locations and facilities, equipment and learning resources available to students
- the details of any arrangements with another provider, person or business who will provide the course or part of the course
- indicative tuition and non-tuition fees, including advice on the potential for changes to fees over the duration of a course, and the registered provider's cancellation and refund policies
- the grounds on which the student's enrolment may be deferred, suspended or cancelled

2. Once the student is ready for enrolment, Student Administration manager shall, direct the student to complete AAIC domestic student application form to initiate the admission process.

3. Prior to enrolment or the commencement of training and assessment, whichever comes first, AAIC shall provide advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies.

4. AAIC does not enrol students under the age of 18. The enrolling officer must ensure that the student is 18 years or older on the date of enrolment.

5. Enrolment applications are not accepted without appropriate supporting documentation. All domestic students are required to submit the following documents with their application form:

- an authorised copy of their passport and or visa where applicable
- Driver's licence
- Medicare card

Government Concession Card if applicable such as Health Care Card

- Year 10 or above Certificate

6. AAIC prefer to sight the original documents, or the student must provide certified copies.

Enrolling officer must ensure that student provides USI at the time of enrolment or if student does not have an USI, they have filled the USI section in the Application Form. This will be further governed by AAIC P50 AAIC USI Management Policy

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Step 2: Assessing the Application

1. All enrolment applications are received and assessed by the Student Administration department. Student Administration Manager shall assess whether the student's qualifications, experience are appropriate for the course for which enrolment is sought.
2. Student Administration Manager shall match the student credentials with the entry requirements of the qualification and process the application accordingly.
3. AAIC shall provide advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies.
4. AAIC shall determine at first contact whether student is full fee paying or accessing subsidised training. **(Refer to appendix D)**
5. On receiving a request for information concerning RPL (Recognition of Prior Learning) AAIC staff shall ensure that enquirers are provided 'RPL Application form' and information about the process of RPL through RPL KIT. This will be further governed by AAIC P14 RPL Policy.
6. The enrolling officer must review the student application form if the student has indicated that they require any additional support during the course and ensure that reasonable adjustments are offered to the student.
7. Individual needs may also be identified verbally during initial enquiry, entry /pre-training interviews, UAN assessment. **(Refer to Appendix E)**
8. Where individual support needs have been identified this is to be referred to the Campus Manager.
9. The Campus Manager will further discuss the needs with the student to identify how AAIC can support the student. An individual support plan may be developed to assist the student through the course. Or the student may be referred to an external service for support before enrolment – this might be to employment support, lower level or more suitable qualifications delivered by other providers.
10. AAIC shall make reasonable adjustments wherever possible to accommodate learner's needs.
11. A student may not be offered a place for enrolment if AAIC is not able to support the student in the course as per the needs.

If the student's application for enrolment is not successful due to any reason, AAIC shall notify the student in writing explaining the reasons for the refusal & the student shall also be notified of his/her right to access the AAIC's complaints, grievances and appeals process within 20 working days.

Step 3: Letter of Offer and Agreement

1. Once a student application has been accepted by the college, Letter of Offer and Agreement shall be issued.
2. This may be subject to the conditions as determined by the student administration department.

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	3. If the student is satisfied with terms & conditions, the student will be required to sign and return Letter of Offer and Agreement with the evidence satisfying condition/s on enrolment.
Step 4: Training Account	<p>Once the student has successfully completed UAN process means pass the suitability assessment and CSPA (SRNI or LaNCA) assessment, enrolling officer will submit the Learning and Support Report to the Department.</p> <p>Admin Manger will create training account for student in the training portal. The portal will allocate a Participant Number Student may already have one if they have enrolled in a funded program earlier), to be used to record student details and the results. Student must sign the Participant Agreement Form - Collection and Use of Personal Information before we can proceed with creating a training account.</p>
Appendix C ENTRY REQUIREMENTS	<p>Students who would like to study at AAIC must meet both academic and LLN requirements to enrol for a course. You may find specific course entry requirement in the particular course page/brochure, but the common requirements are given below:</p> <p>AGE Students should be minimum 18 years old at the date of commencement of the course. Under 18 enrolments for Domestic students may be considered upon individual assessment.</p> <p>ACADEMIC</p> <ul style="list-style-type: none"> ➤ To enrol into Certificate III level courses <ul style="list-style-type: none"> • Enrolled in Year 10 or satisfactory completion of Year 10 or equivalent. • Candidate without formal studies may be considered but subject to assessment. ➤ To enrol into Certificate IV level courses <ul style="list-style-type: none"> • Satisfactory completion of Year 10 or equivalent, or • Satisfactory completion of Certificate III level courses ➤ To enrol into Diploma and Advanced Diploma level courses <ul style="list-style-type: none"> • Satisfactory completion of Year 12 or equivalent, or • Any Certificate III or higher Australian vocational certificate or equivalent.
Appendix D Subsidised Training	<p>The South Australian Government provides funding for over 700 Vocational Education and Training (VET) qualifications. AAIC is approved by Skills SA in South Australia to receive funding for the delivery of courses and skill sets that are published on the Subsidised Training List (STL).</p> <p>The STL is a complete list of the qualifications, students can get funding to receive training in South Australia. It has been created, and continues to be guided, by industry demand, market insights, trends, and training provider feedback.</p>

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<https://providers.skills.sa.gov.au/subsidised-training-list>

Student to be advised that there is a minimum contribution amount payable to access the government subsidy. We recommend student to check that in enrolment form before proceeding.

ELIGIBILITY

You may be eligible for subsidised training if you live or work in South Australia, and you are:

- an Australian or New Zealand citizen
- a permanent Australian resident, or
- an eligible visa holder (See eligible visas below)

and are:

- 16 years or over and not enrolled at school, OR
- Enrolled in Year 10, 11 or 12 and employed in a Training Contract that combines VET and SACE or school-based curriculum, OR
- Enrolled in Year 11, 12 or 13 and you are 16 or turning 16 years of age in the current year of enrolment, AND undertaking SACE or its equivalent.

ELIGIBLE VISA

All permanent residency visa holders

Skilled – Work Regional (subclass 491)

Skilled – Regional (Provisional) Visa (subclass 489)

Skilled Employer Sponsored Regional (subclass 494)

Business Innovation and Investment (Provisional) Visa, subclass 188

Safe Haven Enterprise Visa (SHEV), subclass 790

Bridging Visa A, subclass 010*

Bridging Visa E (BE), subclass 050 and 051*

Temporary Protection Visa (TPV), subclass 785*

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	<p>Bridging Visa B (BVB), subclass 020*</p> <p>Bridging Visa F (BVF), subclass 060*</p> <p>Partner Visa (Temporary), subclass 820 and 309</p> <p>Temporary Humanitarian Stay visa (subclass 449)</p> <p>Temporary Humanitarian Concern (THC) visa (Subclass 786)</p> <p>*Individuals on bridging visas are only eligible where they are waiting on the outcome of an application for a permanent visa or one of the temporary visas listed above.</p> <p>Visa holders with the following repealed provisional visas are also eligible for subsidised training:</p> <p>Skilled – Regional (Provisional) Visa (subclass 489)</p> <p>Skilled – Regional Sponsored Visa (subclass 475)</p> <p>Skilled – Regional Sponsored Visa (subclass 487)</p> <p>Skilled Independent – Regional (Provisional) Visa (subclass 495)</p> <p>Senior Executive (Provisional) Visa (subclass 161)</p> <p>Investor (Provisional) Visa (subclass 162)</p> <p>State/Territory Sponsored Business Owner (Provisional) Visa, subclass 163</p> <p>State/Territory Sponsored Senior Executive (Provisional) Visa, subclass 164</p> <p>State/Territory Sponsored Investor (Provisional) Visa, subclass 165</p> <p>To check your visa type, visit the Department of Home Affairs.</p> <p>To check any work or study entitlement conditions attached to your visa, visit the Australian Government's Visa Entitlement Verification Online service.</p> <p>We recommend you check your eligibility at: https://www.skills.sa.gov.au/subsidisedeligibility</p>
<p>Appendix E: Upfront Assessment of Needs (UAN)</p>	<p>This is the final but vital step in the UAN process where we assess the participant's suitability, support needs and literacy and numeracy assessment. The process includes two key steps:</p>

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- UAN Suitability and Support Needs Assessment and completing a Checklist by us, and
- Mandatory Online LLN Assessment (CSPA) irrespective to your level of prior studies.

CSPA ASSESSMENT

Student will also be asked to complete an on-line assessment in reading, numeracy and depending on the qualification level, writing too. The Assessment known as the CSPA (Core Skills Profile for Adults) assessment and will include the following reports and tools depending on the qualification level:

- **SRNI** (Snapshot Reading and Numeracy Indicator Report) – this is an assessment tool that identifies the learners most at risk in relation to their literacy and numeracy skills by assessing both reading and numeracy against the Exit Level of the ACSF.
 - It used under supervision to assess reading and numeracy capabilities in individuals seeking access to subsidised training in a Certificate II or III
 - Candidate must undertake the Literacy and Numeracy Comprehensive Assessment (LaNCA) if the candidate is below Australian Core Skills Framework (ACSF) Exit Level 2 in either reading or numeracy in SRNI test.
- **LaNCA** (Literacy and Numeracy Comprehensive Assessment) tool – this is a further assessment tool that identifies a more comprehensive report on the students LLN skill level.
 - It used under supervision to assess reading, writing and numeracy capabilities in individuals seeking access to subsidised training in a Certificate IV or higher qualification
 - The minimum level of ACSF Exit Level 3 in reading and numeracy and ACSF Exit Level 2 in writing is required for access to a Certificate IV or higher qualification.
 - The minimum level of ACSF Exit Level 2 in reading and numeracy is required for access to a Certificate II or III qualification.

For Certificate II or III level courses, candidates need:

- SRNI results - Exit Level equal to or greater than 2 for Reading and Numeracy, or

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	<ul style="list-style-type: none"> LaNCA results - Exit Level equal to or greater than 2 for Reading and Numeracy. <p>For Certificate IV, Diploma or Advanced Diploma level courses, candidates need:</p> <ul style="list-style-type: none"> LaNCA results - Exit Level equal to or greater than 2 for Writing, and equal to or greater than 3 for Reading and Numeracy. <p>What if student cannot pass the LLN assessment?</p> <p>If a student cannot achieve the minimum level required in the CSPA assessment, the LaNCA must be interpreted to determine what literacy and/or numeracy supports are needed. Based on the interpretation report student may be eligible to commence the subsidised training after completing the required foundation skill units.</p> <p>Re-sitting for CSPA assessment.</p> <p>Non-school students who require further assessment but decline to undertake the LaNCA and exit the UAN process may re-sit the SRNI with the same training provider after three (3) months have lapsed.</p>
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11. AAIC P17 STUDENT SUPPORT POLICY

POLICY STATEMENT

DECLARATION:	AAIC is committed to providing support services that will facilitate learning as well as provide safe and conducive environment to help learners adjusting to study and life in Australia.
PURPOSE:	This policy/procedure supports Clause 1.3 and 1.7 of Standards for RTO 2015 and 'Standard 6 – Overseas student support services' of the 'National Code 2018'
SCOPE	This policy is applicable to educational and support services provided to meet the needs of the learner cohort/s undertaking the training and assessment at AAIC.

POLICY GUIDELINES

ASSESSING INDIVIDUAL NEEDS	<ul style="list-style-type: none"> The enrolling officer must review the Application or Enrolment Forms if the student has indicated that they require any additional support. Individual needs eg. Language, Literacy and Numeracy, other personal needs may also be identified during the delivery of the course. Where individual support needs have been identified this to be referred to the Campus Manager. The Campus Manager will further discuss the needs with the student to identify how the AAIC can support the student.
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	<ul style="list-style-type: none"> An individual support plan may be developed to assist the student through the course. Or, the student may be referred to an external service for support before enrolment – this might be to English language courses, employment support, lower level or more suitable qualifications delivered by other providers. AAIC shall make reasonable adjustments where ever possible to accommodate learner's needs. A student may not be offered a place for enrolment if AAIC is not able to support the student in the course as per the needs.
NOMINATED STUDENT SUPPORT OFFICER	<ul style="list-style-type: none"> Whilst all staff employed by AAIC has the responsibility to provide support to all students, the AAIC shall nominate a 'Student Support Officer' who shall be available to all students, on an appointment basis, through the standard AAIC hours of business. Students can access the student support officer directly or via student administrations and an appointment will be organised as soon as possible. Student support officer AAIC has all its staff as first point of contact for students for support and refer to Student Support Officer. Therefore, AAIC has sufficient staff personnel to meet the needs of the students enrolled at AAIC. Student Services officer will assess and help student in best possible manner and if needed or requested refer to a specialist. Currently the role and responsibility of 'Student Support Officer' is maintained by the following person. The Student Support Officer can be contacted during normal business hours (Except Public holidays), <ul style="list-style-type: none"> Name: Ms. Princy Rathinam Phone: 08 8232 7788 Email: info@aaic.edu.au In case of an urgency the following person can be contact 24 hours, 7 days a week <ul style="list-style-type: none"> Name: Mr. Shekhar Mittal (CEO) Mobile: +61 412 805 975 As part of their responsibility they are to ensure up-to-date information is available for the following services and the contacts listed are current. This information is given to students through their orientation program outlined below.

STUDENT SUPPORT SERVICES

- AAIC shall ensure its staff members who interact directly with overseas students are aware of the registered provider's obligations under the ESOS framework and the potential implications for overseas students arising from the exercise of these obligations. This will be done through Staff Induction & monthly meetings.
- The following support services are to be available and accessible for all students studying at AAIC which are also available in the Student Handbook.
- AAIC will provide students with contact details to refer any matters that require further follow up with relevant professionals. Any referrals are conducted by the AAIC at no cost to the student, but fees

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and charges may apply where an external service is used by the student and this should be clarified by the student prior to using such services outside of the AAIC.

- Students can contact the nominated Student Support Officer for various support services listed below but not limited to. Students are also advised to do their own research while choosing the following recommended services

PERFORMANCE ISSUES

Students may have concerns with their attendance, academic performance, English language, Literacy and Numeracy, study assistance programs or any other related issues that are placing them at risk of not achieving the requirements of their course.

Students are able to gain advice and support in ensuring they maintain appropriate academic levels, attendance levels, and general support to ensure they achieve satisfactory results in their studies.

Student can contact the student support officer for any related matters who can guide the student in the right path.

All students' progress and attendance is monitored and guidance and support provided where non satisfactory results are identified. A student is able to access the student support officer to discuss any academic, attendance, or other related issues to studying at AAIC at any time. The student support officer will be able to provide advice and guidance, or referral, where required.

The college will try to resolve the matter in a professional manner in the first instance. However, if the matter remains unresolved, then Campus Manager will further discuss the needs with the student and based on an individual student support plan student may be referred to an external service for support in relation to any issues which have been identified.

Students are also advised to conduct their own research to find suitable services.

PERSONAL / SOCIAL ISSUES

There are many issues that may affect a student's social or personal life and students have access to the support officer through normal College hours to gain advice and guidance on personal issues, accommodation issues, or family / friend issues. The college will provide basic counselling to students.

Where the Student Support Officer feels further support should be gained, a referral to an appropriate support service will be organised. Students are advised to conduct their own research to find a suitable counselling service provider for their different requirements.

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ACCOMMODATION	<p>While AAIC does not offer direct accommodation arrangements however, AAIC is able to refer students to appropriate accommodation service providers and are always available to discuss any issues or concerns a student may have with their accommodation arrangements.</p> <p>All students are encouraged to have accommodation organised prior to arrival in Australia however the Student Support Officer can arrange hostel / accommodation services based on student's request.</p>												
EMERGENCY SERVICES	<p>In case of an emergency please dial '000' for the following services:</p> <ul style="list-style-type: none"> ○ Ambulance ○ Country Fire Service ○ Metropolitan Fire Service ○ Police ○ State Emergency Service <p>This number should only be dialled in an emergency and you require ambulance, police, or fire attendance. For non-urgent police attendance phone 131 444.</p>												
HEALTH SERVICES	<p>Student Administration will always have an up to date list of medical professionals within access from the college location and any student with medical concerns should inform the student support officer who will assist them in finding an appropriate medical professional. Adelaide metropolitan Public hospitals list is below:</p> <table border="1" data-bbox="488 1087 1409 1675"> <thead> <tr> <th>NAME & LOCATION</th><th>CONTACT PHONE</th></tr> </thead> <tbody> <tr> <td>Royal Adelaide Hospital</td><td>08 7074 0000</td></tr> <tr> <td>Flinders Medical Centre</td><td>(08) 8204 5511</td></tr> <tr> <td>The Queen Elizabeth Hospital</td><td>(08) 8222 6000</td></tr> <tr> <td>Women's & Children's Hospital</td><td>(08) 8161 7000</td></tr> <tr> <td>Lyell McEwin Hospital</td><td>(08) 8182 9000</td></tr> </tbody> </table>	NAME & LOCATION	CONTACT PHONE	Royal Adelaide Hospital	08 7074 0000	Flinders Medical Centre	(08) 8204 5511	The Queen Elizabeth Hospital	(08) 8222 6000	Women's & Children's Hospital	(08) 8161 7000	Lyell McEwin Hospital	(08) 8182 9000
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Lyell McEwin Hospital	(08) 8182 9000												

LEGAL SERVICES	AAIC is able to provide advice and guidance on a limited range of situations but do not provide any legal advice. Where the Student Support Officer feels it is appropriate for students to gain professional legal advice they will refer students to an appropriate legal professional. Student can contact legal aid		
	REFERRAL SERVICES AVAILABLE	NAME & LOCATION	CONTACT
	Legal Services Commission of South Australia	159 Gawler Place, Adelaide SA 5000	1300 366 424 http://www.lsc.sa.gov.au/
THE FAIR WORK OMBUDSMAN	<p>Students, may get a part time or casual job to help pay their living expenses while studying in Australia. All people working in Australia have basic rights and protections in the workplace, including minimum pay and conditions. The Fair Work Ombudsman makes sure that these rights are protected and enforced fairly under Australia's workplace laws. Further information can be obtained</p> <ul style="list-style-type: none"> by calling 13 13 94. open 8am - 5.30pm Monday to Friday (except for public holidays). by visiting : https://www.fairwork.gov.au/find-help-for/visa-holders-and-migrants 		
BEING SAFE	<p>AAIC shall take all reasonable steps to provide a safe environment on campus and advise overseas students and staff on actions they can take to enhance their personal security and safety. AAIC shall provide information to overseas students about how to seek assistance for and report an incident that significantly impacts on their wellbeing, including critical incidents. AAIC shall provide overseas students with or refer them to (including electronically) general information on safety and awareness relevant to life in Australia. Information will be provided using following sources:</p> <ul style="list-style-type: none"> https://www.studyinaustralia.gov.au/english/live-in-australia/health-and-safety/personal https://www.studyinaustralia.gov.au/english/live-in-australia/health-and-safety 		

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THE OVERSEAS STUDENTS OMBUDSMAN

The Overseas STUDENTS Ombudsman is a specialist role of the Commonwealth Ombudsman. The Commonwealth Ombudsman:

- can investigate complaints about problems that intending, current or former overseas students have with private schools, colleges and universities (education providers) in Australia
- provides information about best practice complaints handling to help private education providers manage internal complaints effectively
- publishes reports on problems and broader issues in international education that we identify through investigations.

Further information and help can be obtained by calling 1300 362 072 9:00am to 5:00pm Monday to Friday, Australian Eastern Daylight Time or Visiting : <http://www.ombudsman.gov.au/about/overseas-students>

ORIENTATION PROGRAM

- AAIC shall assist its students to adjust to study and life in Australia, including through the provision of an age and culturally appropriate orientation programme that includes information about:
 - student support services available to students in the transition to life and study in a new environment
 - legal services emergency and health services
 - facilities and resources
 - complaints and appeals processes, and
 - any student visa condition relating to course progress and/or attendance as appropriate.
 - AAIC's facilities and resources
 - requirements for course attendance and progress, as appropriate
 - Complying to Visa Conditions and Work rights and the Fair Work Ombudsman

AAIC shall conduct an orientation program as described below..

ORIENTATION PROGRAM OUTLINE

Welcome and Staff Introductions

Welcome newly enrolled students and introduce staff.

Evacuation Procedure

- Evacuation Procedures Explained and Demonstrated
- Emergency Exits
- Designated First Aid Person
- Designated Fire Warden
- Location/access to First Aid Kit
- Emergency Contact Details

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	About Australia & Adelaide	<p>AUSTRALIA</p> <ul style="list-style-type: none"> • Culture and facts about <p>LIVE in Adelaide</p> <ul style="list-style-type: none"> • Student Housing • Student Events • Transport • Money and banking • Tours and Travel • Family Life <p>WORK in Adelaide</p> <ul style="list-style-type: none"> • Working in Adelaide • Finding Part-Time Work
	About AAIC	<ul style="list-style-type: none"> • History • Association & Community Engagement • Organisation Chart • Facilities & Resources
	Being Safe	<p>common sense and best practices to remain safe and healthy, while handling emergencies, personal and home safety, or natural elements such as sun, water, and fire.</p>
	Student Support Services	<p>Introduce all student support services available to students at AAIC around</p> <ul style="list-style-type: none"> • transition to life and study in Australia, • English language and study assistance programs • general or personal circumstances that are adversely affecting their education in Australia <p>Language Literacy and Numeracy learning challenges.</p>
	Student Administration Department Services	<p>Student Records Advice & Access Briefly describe the procedures for notifying students of their assessment results and the way in which a student may access their own student records on file at AAIC</p>

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	Course Timetable & Course structure	How AAIC delivers its course... define: hours, delivery methods, resource requirements, training locations.
	USI	What is USI and its benefits and how to create USI
	Emergency and Health services	<ul style="list-style-type: none"> How to access emergency and health services including booking a doctor's appointment? Explaining their OSHC cover and how to make a claim
	Legal	<ul style="list-style-type: none"> Briefly describe relevant legislation and the student's related rights and responsibilities and the student's procedure to access these legislations. Rules while on road Fines & Penalties Insurance
	The Overseas Students Ombudsman	Briefly describe their rights as a student and role of The Overseas Students Ombudsman
	Student Visa obligations	Students will be briefed on their obligations to meet their student visa requirements.
	the Fair Work Ombudsman	Briefly describe their work rights and role of Fair Work Ombudsman
	AAIC Policies and procedures	<p>Introduce AAIC Student Handbook & explain all AAIC policies and procedures related to students including</p> <ul style="list-style-type: none"> Academic Progress Policy Attendance Policy Assessment Policy Plagiarism Policy Deferring, Suspension and Cancelling Policy Student Code of Conduct Policy Complaints and Grievance Policy Fees Policy

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		<ul style="list-style-type: none"> RPL Policy
	Codes of Conduct	Briefly describe conduct boundaries and rules of enrolment at AAIC.
	Q&A Session	

9.4 AAIC P18 ACCESS AND EQUITY POLICY

POLICY STATEMENT

DECLARATION:	<p>In line with obligations under South Australian and Commonwealth legislation, Australian Adelaide International College is committed to promote a fair and equitable environment for staff and clients that is free from discrimination, harassment and vilification.</p> <p>AAIC is committed to providing equal opportunity and promoting inclusive practices and processes and integrating the principles of access and equity in its policies and procedures.</p> <p>This policy states how AAIC will provide inclusive education services and a learning environment that is free from discrimination, harassment and victimisation.</p> <p>This policy relates to the provision of all education and support services by AAIC to students. In addition, all staff and contractors employed or engaged by AAIC are obliged to comply with this policy.</p>
PURPOSE:	AAIC Management and staff provide assistance to all clients to identify and achieve their desired learning outcomes. AAIC is committed to providing training and assessment services to all clients regardless of race, religion, sex, socio-economic status, disability, language, literacy or numeracy.
SCOPE	This Policy & Procedure will ensure that all staff and students are treated in a fair manner.

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POLICY GUIDELINES

PROCEDURE

AAIC staff will adhere to the principles and practices of equity in education and training.

Australian Adelaide International College acknowledges its legal obligations under State and Federal equal opportunity laws that include:

- The Racial and Religious Tolerance Act 2001 (Cth)
- The Sex Discrimination Act 1984 (Cth)
- The Disability Discrimination Act 1992 (Cth)
- The Equal Opportunity Act 1984 (SA)
- The Privacy Act 2000(Cth)

This policy will be driven by AAIC code of practice which says “AAIC Management and staff provide assistance to all clients to identify and achieve their desired outcomes. AAIC is committed to providing training and assessment services to all clients regardless of race, religion, sex, socio-economic status, disability, language, literacy or numeracy and upholds the principles of equal opportunity.”

All AAIC staff in following AAIC access and equity procedures must follow the principles of fairness and flexibility in workplace Assessment. Access and equity training and assessment adjustments (reasonable adjustment) must be reported in management meeting. Training and employment services shall be available to all clients regardless of ethnicity, gender, age, and marital status, and sexual orientation, physical or intellectual impairment. Special client needs will be identified through initial contact with reception staff, receipt of application materials, and orientation events prior to the commencement of training and or assessment.

The access and equity policy of AAIC shall be available & applicable to all AAIC Students & Staff. The access and equity policy of AAIC shall be explained within the staff induction procedure during staff orientation program & in Student Orientation Program as a part of Student Support Services Policy.

The access and equity policy of AAIC shall be available to staff & students through the Staff Handbook & Student Handbook respectively.

Sexual harassment is illegal, and will not be permitted in the workplace, or in the training environment. The RTO will treat every client fairly and without discrimination. Grievance procedures are in place to ensure that any concerns are dealt with immediately and appropriately. (Refer to the Complaints, Grievances and Appeals Policy & Procedure).

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The following principles are applied by AAIC in the development and implementation of all learning and assessment strategies.

1. To ensure that the student recruitment and admission process is bias-free and non-discriminatory, AAIC:
 - uses the same recruitment and admission process for all applicants
 - bases admission to courses and programs solely on availability of places and the applicant satisfying course entry requirements
 - provides applicants with adequate information and support to enable them to select the most suitable program for their needs.
2. To ensure that the learning environment is free from harassment, discrimination and victimisation, AAIC:
 - To ensure that all curriculum developed by AAIC are inclusive of a range of student needs, AAIC:
 - considers issues relating to access and equity when specifying course entry requirements and prerequisites
 - offers flexible course design that provides multiple entry and exit points or pathways through the course, including credit transfer and recognition of prior learning
 - takes into account the requirements of students with a disability when designing courses
 - provides inclusive and non-discriminatory learning materials
 - in the case of vocational courses, language, literacy and numeracy requirements are consistent with the vocational level of the qualification
 - Provides students without online access with information through other media according to needs.

AAIC provides an assessment process that is fair, valid, reliable and consistent through:

- recognition of previously acquired skills and knowledge
- adequate information on course and subject assessment, prior to enrolment in the course
- adapting assessment to meet student needs while still maintaining a high quality, valid and consistent process (see reasonable adjustment below)
- giving students the right to appeal an assessment or recognition decision
- giving all students an equal opportunity to demonstrate competence.

Reasonable adjustment is provided to those with a disability or special need according to individual circumstances. This means providing the appropriate services and/or facilities for student learning and assessment.

Reasonable adjustment may include but is not restricted to:

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AAIC CODE OF PRACTICE	<ul style="list-style-type: none"> the use of adaptive/assistive technology (equipment and software designed for use by people with a disability) educational support alternative assessment methods learning and assessment aids such as papers in large print or the use of scribes or interpreters extra time to complete a course or assessment. <p>Learning support is facilitated for those with basic literacy, numeracy or English language difficulties or other identified areas of learning difficulty. Special consideration may be granted if through misadventure (e.g. illness, bereavement or personal trauma) a student is prevented from completing an assessment or believes that their performance in an assessment event has been affected by the incident.</p> <p>AAIC's premises provide appropriate access to those with a physical disability. Where AAIC provides training and assessment at other venues, AAIC will ensure to the best of its ability that venues are accessible to people with a disability. Complaints and appeals are addressed in a fair and equitable manner. Individuals who believe they have been treated unfairly are encouraged to use AAIC's student Complaints, Grievances and Appeals procedures. AAIC will promptly and thoroughly investigate all complaints and appeals in accordance with stated procedures. Students also have the right to appeal against any decisions as set out in the complaints and appeals procedure.</p>		
	TRAINING AND ASSESSMENT SERVICES	AAIC management and staff are committed to providing Training and Assessment services, resources, support and equipment in a condition and environment that is conducive with achieving competency in the units of study undertaken.	
	ISSUANCE OF QUALIFICATIONS	AAIC will promptly provide copies of all qualification and statements of attainment achieved by enrolled students and provide ongoing assistance to enquiring students with regard to their record of achievements and statements of attainment.	
	FINANCIAL MANAGEMENT	AAIC applies sound and accountable financial practices within its day-to-day operations and maintains its adherence to equitable refund policies. (These are explained in the student handbook)	
	RECORDS AND INFORMATION MANAGEMENT	AAIC is committed to implementing best practice in its records management practices and systems, responding in a timely manner to all requests of information from present and past students. All staff employed by AAIC will be required to apply themselves to the provisions of the Privacy and Protection of Personal Information Act 1998.	

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	ACCESS AND EQUITY	AAIC Management and staff provide assistance to all clients to identify and achieve their desired outcomes. AAIC is committed to providing training and assessment services to all clients regardless of race, religion, sex, socio-economic status, disability, language, literacy or numeracy and upholds the principles of equal opportunity.
	RPL (RECOGNITION OF PRIOR LEARNING)	AAIC management and staff are committed to supporting The RPL enquiries and requests from potential and enrolled students. Enrolling students are supplied with relevant RPL information at initial contact and orientation events prior to undertaking studies. Further support is provided with relevant RPL tools following RPL application.
	STAKEHOLDER FEEDBACK	AAIC is committed to securing and reviewing advice and feedback from all its stakeholders involved in the delivery of its Training and Assessment services.
	PROVISION OF INFORMATION	Clear and accurate advice is provided to all enrolling students at AAIC. Initial contact, orientation and the commencement of studies is supported by the provision of timely information concerning enrolment procedures, vocational outcomes, fees, access and equity, guidance and support, complaints and appeals procedures and RPL arrangements or credit transfer.
	LEGISLATIVE COMPLIANCE	AAIC Management and staff conducts periodic reviews to ensure that it is compliant with all state and federal legislative requirements for RTO's including but not limited to OH&S, Harassment, Discrimination, Equal Opportunity and Vocational Education and training legislation.
	MARKETING ACCURACY	AAIC Management and staff are committed to marketing its training and assessment services in an accurate, ethical and responsible manner ensuring that all clients are provided with timely and necessary information.
	COMPLAINTS AND APPEALS	The complaints and appeals policy of AAIC shall ensure that all complaints are dealt with in a constructive and timely manner. All complaints and appeals shall be reported in the weekly management meeting and corrective solution forms shall be raised detailing the actions required to arrive at satisfactory resolve of each complaint and grievance.

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9.5 AAIC P19 RECORDS MANAGEMENT POLICY

POLICY STATEMENT

DECLARATION:	AAIC is committed to implementing best practices in its records management practice and systems. The AAIC Student Admin Manager will maintain all student records on AAIC's AVETMISS compatible student records management database. (VETTRAK).
PURPOSE:	AAIC recognises its obligation to maintaining the records of delivery of training and assessment services to its clients. The maintenance of a well-structured records retention system supports the continuous improvement of our operation and provides a basis for compliance with legal and quality assurance requirements. AAIC is committed ensure that the record's accuracy and integrity is upheld at all times.
SCOPE	All students and staff

POLICY GUIDELINES

DEFINITION OF THE RECORDS

For the purposes of this Policy and Procedure, Records include:

Student Academic results. This includes what units of competence (including codes) and the result the participant achieved. This may include if the participant withdrew, was assessed as competent or not-yet-competent, was recognised as competent through an RPL process or was issued credit for current competency held.

Qualifications / Statements of Attainment. Qualifications and Statements of Attainment are documents to recognise the outcomes of assessment. Qualifications and Statements of Attainment are formatted and prepared in accordance with the Australian Qualifications Framework (AQF). These are currently issued via VETTRAK.

Student Assessment Work. Student Work refer to the completed & assessed student work which may be a combination of reports, assignment, presentations, templates, questionnaires, observation checklists, summary sheets, RPL tools, or records of feedback from assessors to participants. Assessment resources include all those items which substantiate the assessment decision made by an assessor.

Assessment tools. Assessment tools refer to the various Facilitator & Assessor Guides, templates, checklists and assessment methods that AAIC uses over the term of its

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	<p>operations. This specifically refers to the retention of the versions (which are saved on AAIC server) of tools used. The aim of retaining a revision record of versions used over time is to allow an appropriate record for future review by internal & external bodies.</p> <p>Administrative records. Administrative records are those documents which are used to facilitate the participant's administration during their enrolment. Examples of administrative records are attendance records, results, enrolment forms, enrolment agreements, requests for refund, request for release letters and their outcomes, fees payment details, Complaints and appeals and their outcome records and reporting related records etc.</p> <p>Student Details. The student details include personal details like date of birth, nationality, past education etc. Currently each participant's details are entered into VETTRAK at the time of enrolment as AVETMISS requirements.</p> <p>Student Enrolment file. The student enrolment file is the file where all students' personal details, education history, and administrative records are retained in hard copy.</p> <p>RTO management records. RTO management records are those files which assist management and staff to coordinate RTO services. These may include policies and procedures, data registers, enrolment registers, academic records, attendance records, financial records and records of grievances and appeals.</p> <p>Staff records. Each staff member has a file which includes a copy of their resume, qualifications and Trainer Matrix, a copy of their job description & Professional Development Activity Register, signed copy of the annual performance review and any other documentation relating to a staff member's employment with the organisation.</p>
<p>RECORDS MANAGEMENT RESPONSIBILITY</p>	<p>All staff employed by AAIC is required to comply themselves to the following written procedures and safeguard confidential and personal information (under guidelines of Privacy and Protection of Personal Information Act 1998 and AAIC Privacy Policy) to ensure the integrity & accuracy of records: AAIC is committed to maintain a good practice of records retention, archiving & destruction.</p> <p>CEO / Campus Manager</p> <p>The CEO has the ultimate responsibility for the management of corporate and RTO administration including student records management. It is the responsibility of CEO to ensure that AAIC meets the requirements of the AAIC Record Management Policy, Privacy Policy, Continuous Improvement Policy, Document Version Control Policy and relevant legislations.</p>

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CEO along with Campus Manager shall conduct quarterly review of AAIC records management practices along with administrative & academic staff & work with them towards continuous improvement to accurately manage records.

It is the responsibility of the CEO/Campus Manager to ensure that:

- stakeholders are aware and comply with this policy
- stakeholders are provided with appropriate and complete information in relation to records management and as a minimum as part of the induction process
- all persons tasked with any or all components of the record management system are provided with clear direction in the form of work instructions to ensure the correct and consistent recording and management of information
- the Quality Assurance & Continuous Improvement process is operational at all times including that all stakeholders are aware of and encouraged to provide feedback in monthly meeting or at any time they find it appropriate.
- records management complies with legislative requirements such as;
 - Archives Act 1983
 - Electronic Transactions Act 1999
 - Financial Management and Accountability Act 1997
 - Freedom of Information Act 1982
 - Privacy Act 1988
 - Australian Information Commissioner Act 2010

Student Administration Manager

It is Student Administration Manager's responsibility for completely and accurately

- transfer relevant information/records to the VETTRAK system in a timely manner
- file hardcopy information/records safely and securely
- retain student file & administrative files in safe & secure location in accordance with storage procedure mentioned above.

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	<p>Trainer/Assessor(s)</p> <p>It is the responsibility of the Trainer/Assessor(s) to:</p> <ul style="list-style-type: none"> ensure that all student related and other required information and records are completed via the appropriate forms accurately, completely and in a timely manner; report/feedback to the Campus Manager on any issues or concerns in relation to process or standard documentation relating to records and information collection; store completed Student Assessment Work submitted by students in hard copy and/or electronic form.
ACCESS OF RECORDS	<ul style="list-style-type: none"> Only designated AAIC staff shall have access to student records. Upon request and sufficient notice AAIC administrative staff shall provide a student with access to their personal records & academic progress information. This request shall be finalized within 3 working days. Upon receipt of written consent by a student only, AAIC staff will provide a third party with student's personal details/records. Access to student records may be provided where the Standards for Registered Training Organisations or an officer of the law require AAIC to do so.
STORAGE OF RECORDS	<p>To ensure records are maintained in a safe and suitable condition, the following is to apply:</p> <ul style="list-style-type: none"> Records must be kept securely to prevent them being accessed by any non-authorized personnel. Records shall be stored in an easily retrievable manner & safe from natural & manmade hazards. Records shall be kept confidential to safeguard information and to protect the privacy of participants and AAIC. Filing cabinet or lock room shall be used for storing records available in hardcopy. A password-restricted server/directories with access limited to a 'need basis' will be used for electronic data.

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	<ul style="list-style-type: none"> Upon enrolment each student's personal details shall be entered into the AAIC student database VETTRAK. VETTRAK will be used to store student results, Qualifications / Statements of Attainment as well as Student personal details. Student personal details and records shall be maintained in a current and up to date condition. Student personal details like address, contact details, etc. will be updated upon receipt of student's request. Student records are backed up and maintained electronically on the AAIC server on daily basis.
ARCHIVING PROCEDURE	<p>In order to ensure the safety, ease of management and retrieve, AAIC's records will be archived regularly. The following procedure is to be followed by all AAIC staff when archiving participant records:</p> <ul style="list-style-type: none"> Where files require archiving, they will be adequately protected, boxed and recorded and approved by CEO, prior to being removed from AAIC premises.
RETENTION	<p>The following time periods shall to apply to the retention of participant records at AAIC after which records may be destroyed</p> <ul style="list-style-type: none"> Designated AAIC staff shall ensure that all student records are maintained in an accurate manner providing for the safekeeping of all students' units of competency and qualification records for a term no less than 30 years. AAIC shall securely retain the student assessment items for all students for a period of six months from the date on which the judgment of competence for the student was made or for the duration of the student's enrolment as per ASQA guidelines. After the retention period has elapsed, the hard copy of the records if any may be shredded to safe guard the privacy of AAIC & participant as well as integrity of records.
EXTERNAL REPORTING RECORDS MANAGEMENT	<ul style="list-style-type: none"> AAIC staff shall comply with all 'external reporting responsibilities' at the required date to do so. (i.e. AVETMISS and Quality Indicator Reporting) including returns of its client records of attainment of units of competence and qualifications to the National VET Regulator on a regular basis (as determined by the Australian Skills Quality Authority)

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	<ul style="list-style-type: none"> Documentation that provides evidence of appropriate finance and AVETMISS compliant VET student records management systems. On cessation of services and the discontinuation of its business the CEO shall ensure that all student records are made available to the National VET Regulator on timely basis.
PROCEDURE TO ENSURE ACCURACY & INTEGRITY OF RECORDS	A quarterly Records Management review (in line with financial quarter) will be conducted using AAIC F81 Record Management Checklist, to ensure AAIC manages records with integrity & accuracy. This will encourage staff to provide feedback on how the record keeping system is working and how it could be improved. By doing this, AAIC shall gain valuable feedback that will ensure continuous improvement to AAIC's records management systems.

9.6 AAIC P20 COMPLAINTS, GRIEVANCES AND APPEALS POLICY

POLICY STATEMENT	
DECLARATION	AAIC shall resolve all the complaints, grievance & appeals in fair, equitable & timely manner as per its Complaint & Appeals policy which are in line with RTO Standards 2015 & National Code 2018.
PURPOSE:	This policy/procedure is formulated to ensure AAIC meets 'National Code Standard 10 – Complaints and Appeals' & RTO 2015 Standard 6: Fair Complaint handling which will provide appropriate mechanisms to ensure complaints and appeals are addressed efficiently and effectively.
SCOPE	This Policy applies to complaints about AAIC's operation, its third parties, staff or other learner about experience at the College. The procedure covers but is not limited to Grievances or complaints and appeals which relate to decisions and actions associated with it.
POLICY GUIDELINES	<p>AAIC recognizes that both internal and external complaint and appeals policy/process play a vital role in ensuring that grievances are appropriately heard and addressed for both the student and staff at AAIC.</p> <p>In order to meet this, AAIC shall implement a transparent complaints and appeals policy that enables learners and clients to be informed of and to understand their rights and the AAIC responsibilities under the Standards.</p> <p>These processes shall enable them to firstly seek assistance using AAIC internal processes, and then, if needed, through an independent, external person or body.</p>

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The complaints and appeals requirements stipulated in Standard 10 may be satisfied by the processes established by AAIC to satisfy other regulatory requirements.

The College endeavours to foster positive relationships within its supportive learning community.

- Complaints and appeals shall be dealt with in a timely, equitable, fair and consistent manner following the principles of natural justice.
- Where AAIC considers more than 60 calendar days are required to process and finalise the matter, it will inform the complainant or appellant in writing, including reasons why more than 60 days are required and AAIC shall also regularly update the complainant or appellant on the progress of matter.
- Parties to complaints shall not be victimised or discriminated against.
- Confidentiality shall be respected unless the release of information is authorised by law. While handling complaint, grievance & appeals process AAIC shall follow the principles of Access & Equity & Privacy policy.
- All parties have a right to be represented by a support person at any stage of the complaint procedure.
- There shall be no reprisals or disadvantage arising as a result of a student making a complaint in good faith.
- There is no cost for the Internal Complaints and Appeals process
- A student may nominate a support person during the complaints and appeals process.
- A student's enrolment shall be maintained during the complaints and appeals procedure.
- A written statement of outcomes shall be provided to students.
- Records shall be securely maintained of all complaints, appeals and associated outcomes.
- Issues identified in the complaints and appeals procedure shall be followed through for improvement and action.

Nothing in the College's Complaints and Appeals policy negates the right of any overseas student to pursue other legal remedies in accordance with the ESOS Act 2000 and Australian Consumer Law if the Australian Consumer Law applies.

This Policy applies to any aspect of a student's experience at the College. The procedure covers but is not limited to academic and administrative complaints and appeals which relate to decisions and actions associated with assessment.

NATURE OF COMPLAINT OR APPEAL

If the incident relates to any of the following, it may be treated as complaint

Academic complaints may include:

- Assessment and or examinations
- Student discipline decisions
- Recognition of prior learning decisions
- Class timetabling decisions
- Course progress decisions
- Assessment Decisions or Competency Outcome
- Issues relating to authorship or intellectual property

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	<ul style="list-style-type: none"> Reported breaches of academic performance or attendance requirements Deferral, suspension, or cancellation decisions made in relation to the student's enrolment <p>Administrative complaints may include:</p> <ul style="list-style-type: none"> Payment of fees and charges Selection, enrolment, suspension and cancellation of enrolment decisions Course transfer Transfer to other providers Time limits for completion/modification Privacy <p>General complaints may include:</p> <ul style="list-style-type: none"> Conduct of trainers/assessors and other staff or a student of AAIC Interaction with AAIC's trainers, assessors, other staff or third party providing services on AAIC's behalf.
NATURE OF GRIEVANCES	If the incident relates to any of the following, it may have treated as grievance. Unfair treatment, discrimination, harassment, Victimisation, Vexation, vilification and/or bullying.
1.0 PROCEDURAL GUIDELINES	<p>Despite of all the efforts of the college to provide satisfactory services to its Students/potential students and staff, complaints, appeals or grievances may occasionally arise that may require formal resolution. The following procedures provide learners and staff, an opportunity to have complaints, appeals or grievances resolved and resolutions reached.</p> <p>Learners and staff who has lodged, or is considering lodging, a grievance, complaint or appeals shall be referred to as Complainant or appellant in this policy document. Complaints & Grievances shall be addressed as complaints for the sake of this policy document.</p> <p>Nothing in the College's Complaints, Grievance and Appeals Policy negates the right of any Students/potential students and staff, to pursue other legal remedies as per the federal or state law. As well as student's enrolment should not be impacted while the complaints and appeals procedure is not complete and decision is made.</p>
STAGE 1: INFORMAL COMPLAINT & GRIEVANCES RESOLUTION (INTERNAL INFORMAL PROCESS)	<p>In the first instance, learners and staff are encouraged, wherever possible, to discuss and resolve concerns or difficulties directly with the person(s) concerned. There are Student Support Officer, Student Administration Manager, Campus Manager, Course Coordinators, Trainer/Assessors & CEO, available to assist complainant to resolve their issues at this informal level.</p> <p>Prior to lodging a formal grievance or complaint, complainant may discuss their concerns with the appropriate staff that may facilitate a resolution to the grievance or complaint at the informal stage.</p> <p>Complainant/s are encouraged to initiate the informal complaint process within reasonable time by approaching Student Support Officer. The Student Support Officer or relevant staff shall take appropriate action to resolve the matter. This informal complaint resolution process must be completed within a reasonable time to the satisfaction of parties involved.</p>

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	<p>Complainant shall be advised of the outcome by student support officer or CEO within a reasonable time frame. The College shall rectify any substantiated complaints.</p> <p>If the complaint remains unresolved or complainant is dissatisfied with outcome of this informal process, complainant can activate Stage 2: Formal Complaint Resolution.</p> <p>Nothing in the College's Complaints, Grievance and Appeals Policy negates the right of a complainant, to skip <i>AAIC Internal Informal Process</i> and directly pursue <i>AAIC Internal Formal Process</i>.</p>
<p>STAGE 2: FORMAL COMPLAINT RESOLUTION (INTERNAL FORMAL PROCESS)</p>	<ul style="list-style-type: none"> • A Complainant can lodge a formal complaint by completing the Complaints, Grievances and Appeals form, and submitting to the Student Admin Manager within 10 business days of occurrence of incident or completion of informal Complaint & Grievance process. • All complaints should be submitted to AAIC Student Administration Manager. It is their responsibility to deal with the formal complaint in the first instance. • Complaints must include following details: <ul style="list-style-type: none"> Submission date of complaint Name of complainant Nature of complaint Date of the event which lead to the complaint Attachments (if applicable) • Once a complaint has been received it is to be filed and lodged in the 'Complaints and Appeals register' the Student Administration Manager shall notify the College panel/Chief Executive Officer of the complaint and provide any further documentation related to the matter. • The information to be contained and updated within the register is as follows: <ul style="list-style-type: none"> Submission date of complaint Name of complainant; Description of complaint / appeal Determined Resolution; and Date of Resolution • Complaints shall be acknowledged within 5 business days of receipt and a date to discuss a possible resolution shall be set, within 10 business days. The College Panel/Chief Executive Officer shall gather all relevant information and give the complainant an opportunity to resolve the matter. • If the internal complaint handling process results in a decision that supports the student, AAIC shall immediately implement any decision and/or corrective and preventative action required and advise the student of the outcome • The College Panel/Chief Executive Officer will identify the causes of complaint and appeal and ensure that appropriate corrective action is taken to eliminate or mitigate the likelihood of reoccurrence. • A formal record shall be kept of all actions taken and the complainant shall be notified of the outcome and the reasons for the decision, in writing, within 15 business days from the receipt of the complaint.

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STAGE 3: INTERNAL APPEAL

- A complainant wishing to withdraw a complaint after lodgement must put this in writing to the CEO via the Student Administration Manager.

All complainants have the right to appeal the decisions made by the college where reasonable grounds can be established. The areas in which a complainant may appeal a decision made by the College may include:

- Assessments conducted
- Reported breaches of academic performance or attendance requirements
- Deferral, suspension, or cancellation decisions made in relation to the student's enrolment
- Or any other conclusion that is made after a complaint or grievance has been dealt with by the college in the first instance.
- To activate the appeals, process the student is to complete a **Complaints, Grievances and Appeals form** which is to include a summary of the grounds the appeal is based upon. The reason the complainant feels the decision is unfair is to be clearly explained and help and support with this process can be gained from Student Administration Manager
- The complainant shall submit the appeal in writing within 20 business days of receiving the written notification of the outcome from Stage 2 Formal Complaint Resolution.
- Applications shall be acknowledged within 5 business days of receipt by Student Administration Manager
- The Student Administration Manager shall organise a meeting with all parties involved in the matter and attempt to seek resolution where appropriate.
- The process for all formally lodged appeals shall begin within 10 business days of the appeal being lodged.
- A decision shall be made regarding the appeal & student shall be notified in writing of the outcome and the 'complaints and appeals register' updated.
- If the internal appeal process results in a decision that supports the student, AAIC shall immediately implement any decision and/or corrective and preventative action required and advise the student of the outcome
- Where an appeal has been lodged it shall be defined into one of the following categories and the appropriate procedures followed.

Grievances appeals

- The appeal shall be lodged through student administration department and the Student Administration Manager shall ensure the details of the appeal are added to the 'complaints and appeals register'.
- The Chief Executive Officer shall be notified and be provided with all the details regarding the initial documentation of the complaint and shall make a decision based on the grounds of the appeal.
- The appellant shall be notified in writing of the outcome and the 'complaints and appeals register' updated.

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Assessment appeals

- Where a student wishes to appeal an assessment they are required to notify their assessor in the first instance. Where appropriate the assessor may decide to re-assess the student to ensure a fair and equitable decision is gained. The assessor shall complete a written report regarding the re-assessment outlining the reasons why competency was or was not granted.
- If this is still not to the student's satisfaction the student shall formally lodge an appeal by submitting a complaint and appeal form outlining their reasons for the appeal. They shall lodge this with student administrations department and the appeal shall be entered into the 'complaints and appeals register'.
- The Chief Executive Officer shall be notified and be provided with all the details from the assessor involved and any other relevant parties. A decision shall 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 shall be another assessor appointed by the college.
- The student shall be notified in writing of the outcome and the 'complaints and appeals register' updated.
- Please note that AAIC management shall accept appeals against an assessment decision for period of no longer than 1 month following the assessment event

Appealing decisions to report breach of academic or attendance requirements

- Where a student wishes to appeal the decision of the college to notify Department of Home Affairs of a breach of academic or attendance requirements the student shall lodge, in writing, using a complaint and appeal form outlining the details of their appeal. The student should have extenuating circumstances as to why they have breached their requirements and must be able to provide evidence of these circumstances.

The appeal shall be lodged with student administration manager and the appeal shall be entered into the 'complaints and appeals register'.

- The Chief Executive Officer shall be notified and be provided with all the details regarding the initial documentation of the breach and shall make a decision based on the grounds of the appeal.
- The student shall be notified in writing of the outcome and the 'complaints and appeals register' updated.
- Where a student has decided to access the appeals process in relation to a reportable breach, the college shall not report the breach until the appeals process has been undertaken. The college is required to maintain all relevant responsibilities until the breach has been reported to Department of Home Affairs via PRISMS.

Appealing deferrals, suspension or cancellation of enrolment decisions

- Where a student wishes to appeal a decision relating to deferment, suspension, or cancellation of their enrolment they are required to lodge, in writing, by using a complaints and appeal form outlining the details of their appeal. The student should have extenuating circumstances as to why the

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	<p>decision should be reviewed and any supporting documentation supporting their appeal.</p> <ul style="list-style-type: none"> - The appeal shall be lodged with student administration manager and the appeal shall be entered into the 'complaints and appeals register'. - The Chief Executive Officer shall be notified and be provided with all details regarding the initial documentation of the decision and shall make a decision based on the grounds of the appeal. - The student shall be notified in writing of the outcome and the 'complaints and appeals register' updated. - Where a student has decided to access the appeals process in relation to deferment, suspension or cancellation of their enrolment, the college shall not update the student's status via PRISMS until the appeals process is completed. The college is required to maintain all relevant responsibilities until the change in enrolment status has been reported to DEPARTMENT OF HOME AFFAIRS via PRISMS.
STAGE 4: EXTERNAL APPEAL	<ul style="list-style-type: none"> • If the overseas student is not successful in the registered provider's internal complaints handling and appeals process, AAIC must advise the overseas student within 10 working days of concluding the internal review of the overseas student's right to access an external complaint handling and appeals process at minimal or no cost. • Where this is the case, AAIC shall give the overseas student the contact details of the Overseas Student Ombudsman, a complaints handling and external appeals body. • The decision of this independent mediator is final and any further action the student wishes to take is outside the college's policies and procedures. • If the external complaint handling or appeal process results in a decision that supports the student, AAIC shall immediately implement any decision and/or corrective and preventative action required and advise the student of the outcome • A student's enrolment shall be maintained during the complaints and appeals procedure. <p>Students can contact the following department for external appeals:</p> <p>The Overseas Students Ombudsman (OSO)</p> <p>Call: 1300 362 072* within Australia. Outside Australia call +61 2 6276 0111.</p> <p>Enquiries: 9:00am to 5:00pm Monday to Friday, Australian Eastern Standard Time (Australian Eastern Daylight Time when daylight savings is in effect)</p> <p>https://www.ombudsman.gov.au/How-we-can-help/overseas-students</p>

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	<p>The South Australian Skills Commission</p> <p><i>The South Australian Skills Commission can assist a student, apprentice or trainee, employer or a training organisation through a dedicated complaint handling, advocacy and dispute resolution services.</i></p> <p>Level 3, 11 Waymouth Street, Adelaide SA 5000</p> <p>Phone: 1800 006 488</p> <p>Email: skillscommission@sa.gov.au</p> <p>Website: https://skillscommission.sa.gov.au</p>
<p>4. RECORD KEEPING</p>	<p>AAIC shall</p> <ul style="list-style-type: none"> • Maintain a Complaint and Appeals register • Record the details of any complaint, grievance or appeal in the register • Record outcomes and decisions of any complaint, appeal or grievance in the register • Provide records of its complaint and appeal handling procedure at the time of Audit to VET Regulator (if required) or as in line with AAIC Privacy Policy.

9.7 AAIC P26 PRIVACY POLICY

POLICY STATEMENT	
<p>DECLARATION:</p>	<p>Australian Adelaide International College is committed to protect employee and client privacy and confidentiality in line with State and Federal Privacy legislation.</p>
<p>PURPOSE:</p>	<p>This policy focuses on Australian Adelaide International College's commitment to protecting the privacy of its students and staff, and outlines the various ways in which it ensures this protection. It sets out how the College will use personal information that it has obtained from students. This also gives the individual student the right to know what information the College holds about them and establishes a right to amend that information if it is incorrect. For the purpose of this policy personal information is described as follows:</p> <p><u>Personal information</u></p> <p>It is information or an opinion that identifies an individual or allows their identity to be readily identified from such information. It includes but is not limited to information such as a person's name, address, financial information, marital status or billing details.</p>
<p>SCOPE</p>	<p>All staff, Students and stakeholders</p>
POLICY GUIDELINES	

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COLLECTION OF PERSONAL INFORMATION

Staff

- Australian Adelaide International College will collect personal information from staff in order to obtain the information required to meet employment, legal and taxation obligations.
- Information collected includes general personal details, and may include details of any disability or health issue that may affect the staff staff's ability to meet the requirements of their position.

Students

- The AAIC is required to collect personal information from students in order to process enrolments and obtain the information required to provide suitable training and assessment services. Where applicable information may also be required to comply with AVETMISS standards as specified by Australian Skills Quality Authority (ASQA).
- Information collected includes general personal details, and may include details of any disability or health issue that may affect the student's ability to undertake training and/or assessment activities.
- The AAIC will only collect personal information that is required for the purposes of employment or education, or in meeting government reporting requirements.
- The AAIC collects all personal information in writing, either on personal details form, or an enrolment form, directly from the person whom the information is about. (Where applicable information may be collected from the parent or guardian of a student under the age of 18.)

Information can only be gathered if it is deemed necessary and students need to be aware of:

- How to contact the College
- How to contact the relevant person
- Why the information was gathered?
- Who else will have access to the information?

Information will only be taken from a student directly. The questions will be restricted to lawful, fair and not unreasonably intrusive ones. The information gathered can only be used for the purpose for which it was collected.

USE AND DISCLOSURE OF PERSONAL INFORMATION

Staff

- The AAIC uses personal information of its staff for the purposes of meeting employment requirements including payroll, superannuation and taxation. The AAIC will not release any personal information of staff to third parties unless required to do so by Australian Law.

Students

- The AAIC uses personal information of its students for the purposes of meeting VET requirements for the awarding of national qualifications, and to comply with

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	<p>reporting requirements where relevant, as specified by Australian Skills Quality Authority (ASQA) / or Department of Home Affairs</p> <ul style="list-style-type: none"> Personal information as collected through the enrolment form or through other means will be passed on to ASQA, as per legal data collection requirements. This personal information may also be accessed for the purposes of an audit by ASQA. Personal information will not be used in any way other than those outlined in this policy, and any other ways that might reasonably be expected.
<p>ACCESS AND CORRECTION</p> <p>TO PERSONAL INFORMATION</p>	<ul style="list-style-type: none"> The College will provide access to information gathered for the correction of information if the student identifies that it is not accurate, complete or current. Students will be granted access to all information collected or disclosed to a third party, i.e.: State or Commonwealth Government. It is a policy of the AAIC to allow access to personal files at any time to the person to whom those files relate, upon written request. Staff and students may access their files by submitting their written application to Student Administration.
<p>STORAGE AND SECURITY OF PERSONAL INFORMATION</p>	<ul style="list-style-type: none"> All documents and records generated in relation to the provision of training and assessment services that require traceability and reporting to ensure integrity and quality of provision and management are secured and stored by the College in accordance with NVR Standards requirements and regulations. Records, including electronic records are held securely against unauthorized access, loss or unauthorized change The College will endeavour to take all reasonable steps to protect personal information from misuse, loss or unauthorized access, modification or disclosure The AAIC will take all reasonable steps to maintain the privacy and security of personal information. Information stored electronically is kept on a secure server and access is restricted to authorised employees. This server is regularly backed up and kept in a secure location. Paper-based documents containing personal information are in a locked filing cabinet and held within a secure area within the AAIC premises. Where documents are required to be transferred to another location, personal information is transported securely in an envelope, folder or document bag. Reasonable steps will be taken to destroy or permanently de-identify personal information when it is no longer required for any purpose. Non-active files are archived at a secure location for 30 years
<p>CONFIDENTIAL INFORMATION</p>	<ul style="list-style-type: none"> The AAIC will make all reasonable efforts to protect confidential information received from clients or partner organisations during the course of business

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	operations. This information will not be disclosed without the prior consent of the client or partner organisation.
PRIVACY STATEMENT	A privacy statement is available for all persons in contact with the AAIC to identify the way in which personal information is handled by the AAIC. (Appendix A)
APPENDIX A:	<p>AAIC Privacy Statement</p> <p>Australian Adelaide International College is committed to protecting the privacy of your personal information. This statement explains how we handle your personal information.</p> <p>This statement only applies to our database and files and does not cover any State, Territory or Commonwealth Government database or file. You are advised to contact the relevant government agency for a copy of their privacy policy.</p> <p>Where we use the words 'we' and 'us' in this document, it means Australian Adelaide International College Pty. Ltd.</p> <p>Your Personal Information</p> <p>In order to provide you with training, employment and associated services, we may need to collect personal information such as your name, address, work history, qualifications, job seeker identification number, government benefit card, etc.</p> <p>If you decline to provide your personal information, Australian Adelaide International College may not be able to:</p> <ul style="list-style-type: none"> • provide the product or service you requested, or • Enter into a business relationship with you. <p>Collection of personal information</p> <p>Where practicable, we will endeavour to collect personal information directly from you.</p> <p>Where services are provided on behalf of a Commonwealth and/or State Government Department, we may collect personal information from such government departments and agencies.</p> <p>We may also need to collect personal information from other third parties with or without your direct involvement or consent, such as an employer. However, this will not include sensitive information.</p> <p>Use and disclosure</p>

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We will use our best efforts to ensure that the information you provide to us remains private and is used only for the purposes you agree to.

We will only disclose personal information to a third party where one or more of the following apply:

- you have given written consent
- it is authorised or required by law, or necessary for enforcement of law
- it will protect the rights, property or personal safety of another person
- the assets and operations of the AAIC business are transferred to new owners

Access to personal information

You can access the personal information we hold on you, except when government legislation requires or authorises the refusal of access.

To access your personal information, you will need to contact the Student Administration department in writing and specify the type/s of information you wish to view. You will be required to provide proof of identification.

Storage & Security

We will take reasonable steps to maintain the privacy and security of personal information. We ensure this by having such security measures as:

- storing electronic information on a secure server with restricted access and regular back up
- storing paper-based documents securely on our premises

We will take reasonable steps to destroy or permanently de-identify personal information when it is no longer required for any purpose

Resolving privacy concerns

If you wish to raise a concern about privacy matter, you should contact the Student Administrations Department.

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9.8 AAIC P31 REFUND POLICY

POLICY STATEMENT	
DECLARATION:	The AAIC is committed to working within a fair and transparent framework with the charging of fees, providing protection for those fees paid in advance and giving refunds of payments, where appropriate, for all courses offered by the AAIC.
PURPOSE	The purpose of this policy is to make sure that AAIC processes all refund application received in a timely and efficient manner in accordance with ESOS Act wherein provider become liable to refund the fees in case of Provider Default or Student or intending student defaults under either section 47D or 47E of the ESOS Act
SCOPE	Each student agrees to the terms and conditions of the Refund Policy on signing the Formal Acceptance of Full Offer (Enrolment Agreement Form).
PROCEDURAL GUIDELINES	
REFUNDS DUE TO NON-DELIVERY OF COURSE BY COLLEGE	<p>Please note that Government Legislation requires tuition fees and application fees to be refunded in full if:</p> <ul style="list-style-type: none"> • The course does not start at the agreed starting date which is notified in the Offer Letter • The course stops being provided by the college after it starts and before it is completed • The course is not provided fully to the student because the College has a sanction imposed by a Government regulator • If the course defaults, refunds will be granted in accordance with the provisions of the ESOS Act 2000 and the ESOS Regulations 2001 <p>Refunds under the above conditions will be paid in full to the student within 14 days.</p> <p>The College may arrange for another course, or part of a course, to be provided to students at no (extra) cost to the student as an alternative to refunding course money. Where the student agrees to this arrangement, the College will not be liable to refund the money owed for the original enrolment.</p>
REFUNDS BASED UPON STUDENT APPLICATION	<p>All applications for refund must be made in writing by way of the 'Application for Refund' form and submitted to Student Administration Manager.</p> <p>Please note: where the student withdraws from the course without notification or breaches their Visa conditions, no refund is payable.</p>

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REFUND PROCESS

Requests for refunds must be made in writing in person on the Application for Refund Form, available at Student Administration, setting out reasons for the request. The application must be accompanied by supporting documentation. Application can also be sent to Student Administration Manager, via email to info@aaic.edu.au or post at the following address:

Student Administration Manager
Australian Adelaide International College
Level 1, 135 Pirie Street, Adelaide, South Australia 5000

Refunds will always be paid in Australian Dollars to the same person or body from whom the payment was received or to the specified person(s), other than the overseas student, who can receive a refund in respect of the overseas student identified in the written agreement, consistent with the ESOS Act. All refunds will be made within reasonable time frame as specified above.

Once the refund is processed the student will be notified in writing of the refund along with the confirmation of payment attached. Applications for refunds are to be processed by Student Administrations within 14 days from the date of application.

TABLE OF REFUNDS

Application Fee (\$250)	Non-refundable
Visa refused prior to course commencement	Full refund
Withdrawal at least 10 weeks prior to agreed start date	Full refund
Withdrawal at least 6 weeks prior to agreed start date	75% refund
Withdrawal at least 4 weeks prior to agreed start date	60% refund
Withdrawal less than 4 weeks prior to agreed start date	No refund
Withdrawal after the agreed start date	No refund

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		(Only under compassionate & compelling reasons approved by CEO)
	Visa cancelled due to actions of the student	No refund
	Course withdrawn by College	Full refund including enrolment fee
	The College is unable to provide the course for which the original offer was made	Full refund
	Visa extension is refused	Refund of unused tuition fees
	Withdrawal from study - current students	Refund of unused tuition fees paid in advance by the student for the following term/s*
<p>Please Note: Refunds granted are related to tuition fees paid to the RTO in advance and not related to fees paid such as education agent's fees and Health Insurance.</p> <p>* If the student withdraws from the course after the course starts, the current terms' fees will be forfeited. <i>Notification of Withdrawal from Studies</i> form must be received 2 weeks prior to term commencement by Student Administration</p>		
APPEALING REFUND DECISIONS	<p>Should a student wish to appeal a refund decision made by the college, the concerning student has the right to access the AAIC complaints, grievances and appeals policy.</p> <p>This policy does not remove student's right to take further action under Australia's consumer protection laws. The College's dispute resolution processes do not remove the student's right to pursue other legal remedies where they feel necessary.</p>	
FURTHER INFORMATION RELATING TO FEES AND REFUNDS	<p>The College reserves the right to withhold any Certification of qualifications achieved by the student, if student fees remain outstanding.</p>	
DISCLAIMER	<p>Any information that you provide to College or that the College collects about you can be given to authorized State and Commonwealth Agencies and Tuition Protection Scheme (TPS) Director</p>	

9.9 AAIC P37 WRITTEN AGREEMENT POLICY

POLICY STATEMENT	
DECLARATION:	AAIC is committed to doing business in a fair and equitable manner in line Australian Consumer Law
PURPOSE:	The purpose of this policy is to set out guidelines for written agreement in line with RTO Standards 2015, National Code 2018 and Australian Consumer Law.
SCOPE	The following procedures indicate the requirements of the enrolment agreement that is to be accepted prior to collecting course monies from students.
POLICY GUIDELINES	
AAIC ENROLMENT AGREEMENT	<ul style="list-style-type: none"> As a formalisation of enrolment, a written agreement is entered into by the AAIC and student and is the final step of the pre-enrolment activities. The written Agreement aims to ensure the obligations and rights of both the registered provider and student are clearly set out, and include reference to the course money payable and services to be provided. In following the requirements of Standard 3 from the National Code all students are to complete an 'Enrolment Agreement' on acceptance into any course offered by AAIC and prior to paying any fees to AAIC. An enrolment Agreement is only issued when a student has submitted a signed offer letter for study. Student Administration will provide each potential student with an enrolment agreement as the final stage of acceptance into a course of study with AAIC. This agreement is to be signed and submitted by the student with appropriate payment and documentation to support their enrolment. The 'Enrolment Agreement' shall contain as a minimum the following information: <ul style="list-style-type: none"> Details of the course or courses in which the student is to be enrolled including <ul style="list-style-type: none"> any conditions on his or her enrolment; outline the course or courses in which the student is to be enrolled, the expected course start date, the location(s) at which the course will be delivered, the offered modes of study for the course, including compulsory online and/or work-based training, placements, and/or other community-based learning and/or collaborative research training arrangements outline any prerequisites necessary to enter the course or courses, including English language requirements a plain English explanation of what happens in the event of a course not being delivered, and

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- a statement that “This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia’s consumer protection laws”.
- set out the circumstances in which personal information about the student may be disclosed by the registered provider, the Commonwealth including the TPS, or state or territory agencies, in accordance with the Privacy Act 1988
- Fees Matter
 - list all tuition fees payable by the student for the course, the periods to which those tuition fees relate and payment options (including, if permitted under the ESOS Act, that the student may choose to pay more than 50 per cent of their tuition fees before their course commences)
 - provide details of any non-tuition fees the student may incur, including as a result of having their study outcomes reassessed, deferral of study, fees for late payment of tuition fees, or other circumstances in which additional fees may apply
 - an itemised list of course money payable by the student
 - Fees paid in advance protection measures
 - amounts that may or may not be repaid to the student (including any course money collected by education agents on behalf of the registered provider) processes for claiming a refund
 - Non-payment of fees and consequences
- Student Obligation
 - Statement advising the student of his or her obligation to notify registered provider of his or her contact details including:
 - the student’s current residential address, mobile number (if any) and email address (if any)
 - who to contact in emergency situations
 - any changes to those details, within 7 days of the change.
- state that the student is responsible for keeping a copy of the written agreement as supplied by the registered provider, and receipts of any payments of tuition fees or non-tuition fees
- only use links to provide supplementary material.
- Refund policy and procedures
 - processes for claiming a refund
 - Refund of tuition fees and non-tuition fees in the case of student default and provider default around following
 - a plain English explanation of what happens in the event of a course not being delivered, including the role of the TPS
 - amounts that may or may not be repaid to the overseas student (including any tuition and non-tuition fees collected by education agents on behalf of the registered provider)
 - the specified person(s), other than the overseas student, who can receive a refund in respect of the overseas student identified in the written agreement, consistent with the ESOS Act
- a statement that “This written agreement, and the right to make complaints and seek appeals of decisions and action under various

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	processes, does not affect the rights of the student to take action under the Australian Consumer Law if the Australian Consumer Law applies”.
STUDENT DECLARATION	<p>The signed declaration indicates the student agrees with following which must be stated on the ‘Enrolment Agreement’:</p> <ul style="list-style-type: none"> • That the information provided by the Applicant in their application is complete and correct. • Agrees to be bound by AAIC rules and regulations and any amendments made to the rules and regulations. • Agrees to undertake a testing requirement prior to any course entry, if deemed necessary by AAIC and adhere to any other pre-requisites identified above. • Agrees to observe Department of Home Affairs student visa requirements. • Agrees to pay all fees required on or by the due date as per the Tuition Fees Payment Schedule mentioned in his/her agreement. • If the student is referred to a Debt Collector in an event of non-payment of fees or overdue fees accounts, the expenses related to that process will be payable by the student. • AAIC will access these fees in accordance with the policies & procedures established by AAIC complying with relevant state & federal laws & standards monitored by Australian Skills Quality Authority. • Changes or variations to this contract may attract an administrative fee. • AAIC reserves the right to cancel any course prior to the commencement date of the course should it deem it necessary and in that event, shall refund all payments received from the Applicant. • Refunds are made in when a student application supports one of the below reasons for refund. Any refundable amounts owed to the student will be made within 14 days. • Where a student’s contact details change while studying with AAIC the student must advise AAIC of these changes within 7 days. These details include but are not limited to details such as address and contact phone details. • That the student understands the ESOS framework and the National Code 2018 and agrees to all the condition under the Act. For further information please visit www.education.gov.au • That the student understands and agree to all the terms and conditions of this enrolment agreement, and also understands that the availability of AAIC’s complaints and appeals processes, does not remove my ability and right to take action under Australian consumer protection laws. <p>This agreement shall be signed and returned to AAIC by student as an indication that the student accepts the terms and conditions imposed when studying with AAIC.</p>
RECORD KEEPING	<p>The signed Enrolment Agreement will be kept on the students file along with their initial application and all other documents relevant to the student’s enrolment. Any original documents submitted and the signed Enrolment Agreement will be copied and sent back to the student with a confirmation letter of acceptance.</p> <p>AAIC shall retain records of all written agreements as well as receipts of payments made by students under the written agreement for at least 2 years after the person ceases to be an accepted student.</p>

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9.10 AAIC P38 CRITICAL INCIDENT POLICY

POLICY STATEMENT	
DECLARATION:	AAIC as a provider of education to overseas students is required by legislation to have documented critical incident policy and procedures, which outline the action to be taken in the event of critical incident. This includes the initial response, follow-up, reporting, review and improvement.
PURPOSE:	The purpose of the <i>Critical Incident Policy and Procedures</i> is to identify the personnel, structures and procedures for managing a critical incident.
SCOPE	<p>This policy applies to all AAIC staff, students and visitors who have been exposed to a Critical incident – either on-campus or off-campus including staff on business related travel interstate or overseas.</p> <p>Critical incidents include but are not limited to:</p> <ul style="list-style-type: none"> • Missing students • Severe verbal or psychological aggression • Death, serious injury or threat • Natural disaster • Issues such as domestic violence, sexual assault, drugs or alcohol abuse • Non-life threatening events that could qualify as a critical incident
POLICY GUIDELINES	
PROCEDURE	<p>In the event of a critical incident, the College will:</p> <ul style="list-style-type: none"> • Assess risks and delineate a response action • Develop a critical management plan to manage the various aspects of the incident • Liaise with emergency and other services • Contact student's relative or other appropriate contacts • Liaise with other bodies such as home care, foreign embassies or consulates • Counsel and manage students and staff not directly involved in the incident • Maintain records on the student's file.

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COMMUNICATION	This policy is to be made available to all staff. There will be an ongoing professional development and educational strategy to accompany the implementation of this policy such as professional development days where risk identification, critical incident is discussed and assigned.
DEFINITIONS	<p>Critical Incident: is any sudden or progressive development (event) which requires Immediate attention and decisive action to prevent/minimise any negative impact on the Health and welfare of one or more individuals. Critical incidents may include (but are not limited to) events such as:</p> <ul style="list-style-type: none"> • Death/suicide; • Serious accident or injury; • Deprivation of liberty, threats of violence, assault, rape/sexual assault • aggravated burglary, biological or chemical weapons; • Fire, bomb, explosion, gas/chemical hazards, discharge of firearms; • Threat of widespread infection or contamination; • Civil unrest • Severe Work Health & Safety (WHS) risk • Serious damage to essential facilities; • Disruption to operations of AAIC; • Information which has the potential to negatively affect the reputation of AAIC in the media and/or wider community
DESIGNATED OFFICER	<p>Any AAIC staff member who is either a witness to, or first to be informed about an actual or potential critical incident. The Designated AAIC Officer is to assume responsibility for alerting the most senior AAIC staff member available as soon as possible. The Designated AAIC Officer may need to assume temporary control of a critical incident site and assign duties to available persons (such as calling emergency services, alerting other staff, assisting with first aid, crowd control etc.).</p> <p>The designated officer is CEO or any other staff member approved by CEO.</p>
IMPLEMENTATION	
TRAINING	<ul style="list-style-type: none"> • Internal training sessions conducted by the CEO to all staff at the time of staff induction as well as on regular basis who are involved in providing education services for overseas students.
RISK REDUCTION MEASURES	<ul style="list-style-type: none"> • AAIC will endeavour to ensure that there is at least one member of current staff with First Aid training

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	<ul style="list-style-type: none">Staff undertaking travel for business related purposes will be given information on what to do and who to contact should they experience a critical incident whilst interstate or overseas.AAIC will provide, at minimum, annual staff training and/or awareness sessions on critical incident response and management.						
GENERAL INSTRUCTIONS	<ul style="list-style-type: none">In the event that emergency services attend the event, they will be given authority to assume control of the critical incident upon arrival. If a Designated AAIC Officer is in attendance, their role will be to act in the best interests of any student/staff member/visitor affected by the incident.Under the Privacy Act 1988, individuals are entitled to the protection of their personal and private information. Where a critical incident raises the issue of confidentiality, AAIC is committed to maintaining this right to privacy in line with legal requirements, however, AAIC may exercise its discretion and disclose information as necessary to prevent or lessen a serious and imminent threat to the life or health of a student or of another person if required by Law.						
RESPONSIBILITY – CRITICAL INCIDENT TEAM	<p>This team will convene as soon as possible to plan an immediate response, allocate responsibilities and determine ongoing strategies.</p> <table><tr><td>CEO: Shekhar Mittal</td><td>0412805975</td></tr><tr><td>First Aid officer: Nominated by CEO</td><td>08 - 8232 7788</td></tr><tr><td>Police, Fire, Ambulance</td><td>000</td></tr></table>	CEO: Shekhar Mittal	0412805975	First Aid officer: Nominated by CEO	08 - 8232 7788	Police, Fire, Ambulance	000
CEO: Shekhar Mittal	0412805975						
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RISK MANAGEMENT	<table><tr><th>Level of Risk</th><th>Responsibility</th><th>Examples</th></tr><tr><td>SEVERE</td><td>CEO and Director/s</td><td><ul style="list-style-type: none">Death, suicide or life-threatening injuryDeprivation of liberty, threats of violence, assault, rape/sexual assault, aggravated burglary, use of firearms, biological or chemical weapons,Fire, bomb, explosion, gas/chemical hazards, discharge of firearmsThreat of widespread infection or contamination</td></tr></table>	Level of Risk	Responsibility	Examples	SEVERE	CEO and Director/s	<ul style="list-style-type: none">Death, suicide or life-threatening injuryDeprivation of liberty, threats of violence, assault, rape/sexual assault, aggravated burglary, use of firearms, biological or chemical weapons,Fire, bomb, explosion, gas/chemical hazards, discharge of firearmsThreat of widespread infection or contamination
Level of Risk	Responsibility	Examples					
SEVERE	CEO and Director/s	<ul style="list-style-type: none">Death, suicide or life-threatening injuryDeprivation of liberty, threats of violence, assault, rape/sexual assault, aggravated burglary, use of firearms, biological or chemical weapons,Fire, bomb, explosion, gas/chemical hazards, discharge of firearmsThreat of widespread infection or contamination					

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	SIGNIFICANT	CEO & Director/s	<ul style="list-style-type: none"> Severe Work Health & Safety (WHS) Serious injury incurred by staff/student Activity where evacuation is required
	MODERATE	Director/s; Specialist personnel (eg: WHS, Officer; IT Officer; First Aid Officer)	<ul style="list-style-type: none"> Work Health & Safety (WHS) risk Suspicious package left unattended IT System crashes Any medical condition
	MINOR	All Staff	<ul style="list-style-type: none"> Minor injury Plumbing blockages Phone/Electrical failure Computer breakdown

9 AAIC P40 DEFERRING, SUSPENDING OR CANCELLING THE STUDENT'S ENROLMENT POLICY

POLICY STATEMENT	
DECLARATION:	AAIC shall make amendments like deferment, suspension or cancellation to student enrolment in accordance with National Code 2018 Standard 9
PURPOSE:	This policy/procedure supports 'Standard 9 – Deferring, suspending or cancelling the student's enrolment' of the 'National Code 2018'
SCOPE	Students
POLICY GUIDELINES	
2.1 STUDENT INITIATED DEFERRAL, SUSPENSION OR	<ul style="list-style-type: none"> The college is only able to defer the enrolment of the student on the grounds of compassionate or compelling circumstances. These circumstances could include but are not limited to: <ul style="list-style-type: none"> Serious illness or injury, where a medical certificate states that the student was / is unable to attend classes;

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CANCELLATION OF ENROLMENT

- Bereavement of close family members such as parents or grandparents (Where possible a death certificate should be provided);
- Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies; or
- A traumatic experience which could include:
 - involvement in, or witnessing of a serious accident; or
 - witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports)
- Where the college is unable to offer a pre-requisite unit
- Inability to begin studying on the course commencement date due to delay in receiving a student visa.

Please Note: The above are only some of examples of what may be considered compassionate or compelling circumstances. The CEO will use its professional judgment and to assess each case on its individual merits. When determining whether compassionate or compelling circumstances exist, the college will consider documentary evidence provided to support the claim, and should keep copies of these documents in the student's file.

Basis the circumstances, student can initiate

2.1.1 – Deferment of Enrolment

2.1.2 – Cancellation of Enrolment

2.1.1 – STUDENT INITIATED DEFERMENT OF ENROLMENT

- Students will be required to complete an 'Application to defer, suspend or cancel enrolment form' and submit to the Student Administrations Department. Students will also be required to provide evidence of the compassionate or compelling circumstances in support of their application. (I.e. a medical certificate or police report, etc.)
- Students who would like to defer their studies must first speak to a staff member in the Student Administration to gain an application form and to ensure that they understand the consequences once the deferment is granted. An 'application to defer' form must be completed which will need to be approved by the CEO. This application to defer must include in detail the 'compassionate or compelling circumstances'.
- Where a deferment is granted, the college will suspend the enrolment for an agreed period of time - to a maximum of 12 months. If the deferment is required for longer than 12 months, the student shall have to re-apply once the initial deferment period has expired.
- Department of Home Affairs's policy is that if a student's enrolment is deferred for a period of 28 days or longer, the student must return home (unless special circumstances exist). Students must be advised to refer all questions about whether students may remain in Australia during a period of suspension of enrolment to Department of Home Affairs.

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	<ul style="list-style-type: none"> Students are to be informed in writing of the outcome of their application for deferment and informed that it may affect their student visa. All application documentation for the deferment will be kept on the students file and Department of Home Affairs shall be notified via PRISMS of the decision to suspend the enrolment as a result of the student's request.
2.1.2 STUDENT INITIATED CANCELLATION OF ENROLMENT	<ul style="list-style-type: none"> Students wishing to cancel their enrolment must complete an 'Application to defer, suspend or cancel enrolment' and submit to the Student Administrations Department. Students wishing to cancel their enrolment prior to completing 6 months of study in their principal course must provide a letter of offer from an alternative provider. This is required under Standard 7 of the National Code and further information can be gained from the 'Transfer between Providers Policy / Procedure'. All application documentation for the cancellation will be kept on the students file and Department of Home Affairs shall be notified via PRISMS of the decision to cancel the enrolment as a result of the student's request.
2.2 PROVIDER INITIATED DEFERRAL, SUSPENSION OR CANCELLATION OF ENROLMENT	<p>Provider Deferral</p> <ul style="list-style-type: none"> The college may defer an enrolment where the course is not being offered at the proposed date, site, or any other reason the college deems necessary to cancel the enrolment. <p>Provider Suspension</p> <p>The college has the ability to suspend a student's enrolment on the grounds of misbehaviour. This misbehaviour may include but is not limited to acts of discrimination, sexual harassment, and vilification or bullying as well as acts of cheating or plagiarism. Such acts of misbehaviour will be classified into one of two categories.</p> <p>2.2.1 Academic misconduct</p> <p>2.2.2 General misconduct</p> <p>2.2.3 Non-Payment of Fees</p>
2.2.1 ACADEMIC MISCONDUCT	<p>The following gives an indication to the types of behaviour that constitute 'Academic Misconduct' within the college:</p> <p>Assessment tasks</p> <ul style="list-style-type: none"> Students must not copy or paraphrase any document, audio-visual material, computer-based material or artistic piece from another source except in accordance with the conventions of the field of study Students must not use another person's concepts, results or conclusions and pass them off as their own In cases where the assessment task is intended to be individual work not group work, students must not prepare an assignment collaboratively

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	<p>and then submit work that is substantially the same as another student's assessment.</p> <ul style="list-style-type: none"> • Students must not ask another person to produce an assessable item for them. • Any other way of academic misconduct as per AAIC's Plagiarism Policy. <p>Examinations</p> <ol style="list-style-type: none"> a. Students must not help or receive assistance from other students b. Students must not request the loan of or lend materials or devices to other students c. Students must not bring any materials into the examination room other than those specified for that examination d. Students must not use computer software or other devices during an examination other than those specified. <p>A student may be excluded from a final examination in a unit for any of the following reasons:</p> <ul style="list-style-type: none"> • unauthorised absence from class • failure to meet unit requirements, for example non-submission of assignments or failure to attend class or mid-term tests (if applicable)
<p>2.2.2 GENERAL MISCONDUCT</p>	<p>General misconduct is where a student: acts dishonestly; harasses other students or staff; interferes with students or staff; prevents or disrupts learning; disobeys/fails to comply with contractual or legal requirements; misuses, damages or steals college's property or the property of others; alters/defaces the college documents or records; prejudices the good name of the college, or otherwise acts in an improper manner.</p> <p>The following examples indicate the kinds of behaviour which constitute student misconduct. They are for illustrative purposes and are not intended to be exhaustive. Student misconduct occurs when a student:</p> <ol style="list-style-type: none"> a) contravenes any rules or acts; b) prejudices the good name or reputation of the college; c) prejudices the good order and governance of the college or interferes with the freedom of other people to pursue their studies. d) wilfully disobeys or disregards any lawful order or direction from college personnel; e) refuses to identify him or herself when lawfully asked to do so by an officer of the college; f) fails to comply with any penalty imposed for breach of discipline; g) misbehaves in a class, meeting or other activity under the control or supervision of the college, or on college premises or other premises to which the student has access as a student of the college; h) obstructs any member of staff in the performance of their duties;

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- i) acts dishonestly in relation to admission to the college;
- j) knowingly makes any false or misleading representation about things that concern the student as a student of the college or breaches any of college rules;
- k) alters any documents or records;
- l) harasses or intimidates another student, a member of staff, a visitor to the college, or any other person while the student is engaged in study or other activity as a College student, because of race, ethnic or national origin, sex, marital status, sexual preference, disability, age, political conviction, religious belief or for any other reason;
- m) breaches any confidence of the college;
- n) Misuses any facility in a manner which is illegal or which is or will be detrimental to the rights or property of others. This includes the misuse, in any way, of any computing or communications equipment or capacity to which the student has access at or away from the college premises while acting as the college student, in a manner which is illegal or which is or will be detrimental to the rights or property of others;
- o) steals, destroys or damages a facility or property of the college or for which the college is responsible; or
- p) Is guilty of any improper conduct.

Consequences of Student Misconduct

- Where a student has been identified of Academic or General Misconduct the CEO shall be informed and will make a decision on the penalty and the severity of the penalty. The CEO may take into account the type of misconduct that has occurred and the level of misconduct that occurred when deciding penalties.
- Where a student has been identified with Academic or General Misconduct the college shall ensure the following:
 - Students must be treated fairly, with dignity and with due regard to their privacy
 - Students are to be regarded as innocent of the alleged misconduct until they have either admitted to it or been found guilty by proper inquiry by the CEO to have so behaved.
 - Past misconduct is not evidence that a student has behaved in the same manner again.
 - Each case is dealt with on its own merits and according to its own circumstances with the provision that the first instance of misconduct will be penalised more leniently than subsequent instances of misconduct.
 - Students are able to access the AAIC Complaints, grievances and Appeals procedure if they feel that the decision is unfair or they have other grounds to appeal the decision.
 - The penalties the CEO can impose are:

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	<ul style="list-style-type: none"> Academic Misconduct could include a warning, a reduction in grades, receiving zero for an assessment, deemed NYC in the unit, or suspension of enrolment A charge for any costs that the general misconduct may have caused Temporary exclusion from the college in the form of suspending enrolment for a period of time. <ul style="list-style-type: none"> Department of Home Affairs' policy is that if a student's enrolment is suspended for a period of 28 days or longer, the student must return home (unless special circumstances exist). Please refer all questions about whether students may remain in Australia during a period of suspension of enrolment to Department of Home Affairs. Where the level of misconduct is severe, the CEO may decide to cancel the enrolment and follow the reporting procedures on PRISMS. Where the CEO has decided the misconduct is severe enough for cancellation the following must occur: <ul style="list-style-type: none"> The student must be informed in person (where possible), and in writing of the decision of the college to cancel the student's enrolment Students must also be informed that the college is obliged to inform Department of Home Affairs via PRISMS Student shall be informed that he/she has 20 working days to access the AAIC's internal complaints and appeals process If the student accesses AAIC's internal complaints and appeals process, the suspension or cancellation of the student's enrolment shall not take effect until the internal process is completed, unless extenuating circumstances relating to the welfare of the student apply.
2.2.3 NON-PAYMENT OF FEES	<ul style="list-style-type: none"> International students who do not meet the fees payment requirement as per the agreement with the college, the college may cancel the students enrolment as governed by AAIC P27 Non-Payment of Fees Policy
2.3 RECORDING AND REPORTING DEFERMENTS, SUSPENSION OR CANCELLATION OF ENROLMENTS	<ul style="list-style-type: none"> Where there is a variation in the student's enrolment load, which may affect the student's expected duration of study in accordance with 9.2, AAIC shall record this variation and the reasons for it on the student file. AAIC shall also correctly report the student via PRISMS and/or issue a new Coe when the student can only account for the variation/s by extending his or her expected duration of study. All applications of deferment and outcomes are to be kept on the students file. All reports of misconduct, decisions and actions taken in relation to misconduct, and other related documentation must be kept on file. Any decisions to initiate deferral, suspension or cancellation of an enrolment must be reported to Department of Home Affairs via PRISMS. The overseas student will be informed of the need to seek advice from Immigration on the potential impact on his or her student visa
2.4 COMPLAINT, GRIEVANCES & APPEAL	<ul style="list-style-type: none"> All students are to be given the opportunity to access the AAIC complaints, grievances and appeals procedure before reporting any provider initiated suspensions or cancellations of enrolments via PRISMS. The students must be advised that they have 20 working days to lodge an appeal form the issue of final notification. The suspension or cancellation of the overseas student's enrolment under Standard 9.3 cannot take effect until the internal appeals process is

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	<p>completed, unless the overseas student's health or wellbeing, or the wellbeing of others, is likely to be at risk.</p> <ul style="list-style-type: none"> Where a student decides to access this procedure within 20 working days of notification the college will maintain the student enrolment until the process has finalised before going ahead with the reporting of the student's enrolment changes via PRISMS. Where a student decides not to access this procedure within 20 working days of notification the college will continue with its reporting process..
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9.11 AAIC P41 MONITORING ACADEMIC PROGRESS POLICY

POLICY STATEMENT	
DECLARATION:	AAIC shall systematically monitor students' course progress & shall take proactive measures to support students who are at a risk of failing to meet their course progress requirements.
PURPOSE:	The purpose of this policy is to meet requirements of National Code 2018 Standard 8 which requires to monitor academic progress of students and if required, implement intervention strategy.
SCOPE	Overseas Students
POLICY GUIDELINES	
2.1 RECORDING STUDENT ACADEMIC PERFORMANCE	<p>The student's academic performance shall be recorded using the VETTRAK academic Performance Record Sheet'. The VETTRAK will calculate the actual academic progress for the term, based on the total number of units that are required to be assessed and the outcome of these assessments.</p> <p>All students shall be deemed 'Competent (C)' or 'Not Yet Competent (NYC)' for each unit within the qualification they are enrolled and complete. The assessment shall be conducted by qualified trainers/assessors using the AAIC's assessment tools/methods and recording processes as required. All academic results are entered into the Students Records Management System VETTRAK by the Student Administration department.</p> <p>It is the responsibility of the Student Administration department to ensure that the 'Student Academic Record Sheet' is also updated after each assessment is completed and recorded. I.e. if there were 6 units in total assessed in a term and a student has been assessed as 'C' in 3 units and 'NYC' in 3 units for the term, the student's academic progress would look like:</p>

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	TERM 1					
	STUDENT NAME	STUDENT NO.	TOTAL UNITS ENROLLED FOR THE TERM	NUMBER OF UNITS ASSESSED 'COMPETENT'	NUMBER OF UNITS ASSESSED 'NOT YET COMPETENT'	ACADEMIC PERFORMANCE PERCENTAGE (%)
	John Citizen	AAIC 00001	6	3	3	50%
	These records are checked regularly by the Student Administration Manager for currency and accuracy.					
2.2 MONITORING STUDENT ACADEMIC PERFORMANCE	The Student Administration Manager will monitor student academic performance via the 'Student Academic Performance Record Sheet' (VETTRAK) and report any issues, as outlined below, to the Chief Executive Officer.					
2.3 STUDENT ACADEMIC PROGRESS MANAGEMENT (STEPS INVOLVED)	<p>At the end of every term, the Student Administration Manager will review the academic progress of all students and monitor the following points:</p> <ul style="list-style-type: none"> Any student falls below 60% academic progress for a single term When a student's academic progress falls below 50% for a single term Any student who is below 75% academic progress in their current term after falling below 50% in their previous term When a student's projected academic progress falls below 50% for 2 consecutive terms <p>This monitoring will occur once per term for each course and will be supported by the Chief Executive Officer who will also monitor the student's academic progress regularly and will be involved in the counselling and reporting process as outlined below.</p> <ul style="list-style-type: none"> Any student falls below 60% academic progress for a single term <ul style="list-style-type: none"> Student's shall be sent a <u>Notification Letter (Appendix A)</u> indicating that they have fallen below 60% academic performance for the term to date, and failure to achieve Competency in further units undertaken the current term may result in failing to achieve academic progress for the term. Failing to achieve this academic progression in two consecutive terms will be deemed in breach of Visa requirements and be reported to DEPARTMENT OF HOME AFFAIRS. At this point, the students are advised to contact their trainer/assessor to arrange a meeting and implement a strategy to improve the student's course progress. The students are given the opportunity to be counselled in their progress if required. At this point AAIC Intervention Strategy (Appendix E) shall be activated. When a student's academic progress falls below 50% for a single term <ul style="list-style-type: none"> When a student's academic progress falls below 50% for a single term the Student Administration Manager shall notify the CEO and a '<u>1st Warning Letter</u>' (Appendix B) shall be sent indicating the student has to contact the college and organise an appointment with the Course Coordinator to 					

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	<p>discuss their poor academic progress and strategies to ensure they stay above the 50% academic progress requirement for the following Term.</p> <ul style="list-style-type: none"> – If the student does not respond within 7 days, the Student Administration Manager will attempt to contact the student via telephone. When this fails the matter shall be forwarded to the Chief Executive Officer, who then shall take corrective action to resolve the matter. • <i>Any student who is below 75% academic progress in their current term after falling below 50% in their previous term</i> – Student's shall be sent a '<u>2nd Warning Letter</u>' (Appendix C) notifying them they are at risk of breaching their requirement to maintain academic progression for each term they are enrolled. – They are informed they have fallen below 75% academic progress in the current term after falling below the required academic progression in the previous term. They are informed that if they fall below the required academic progression in two consecutive terms they will be reported to Department of Home Affairs. – They are also informed that they are required to organise an appointment with the Course Coordinator to discuss their poor academic progress and strategies to ensure they stay above the 50% Academic requirement for the term. – If the student does not respond within 7 days, the Student Administration Manager will attempt to contact the student via telephone. When this method of contact fails the matter shall be forwarded to the CEO. • <i>When a student's projected academic progress falls below 50% for 2 consecutive terms</i> – The student shall be sent a '<u>Breach Recorded</u>' (Appendix D) letter indicating they are going to be reported to Department of Home Affairs for unsatisfactory academic progress in their course of study. – AAIC shall follow step 2.4 Reporting 'Breach of Student Academic' as described below. <p>Note: Where there 2 or less units to be assessed for the term, and a student is deemed NYC in a single unit, the student shall directly be served with 1st Warning Letter & AAIC Intervention Strategy will be activated. This is due to the fact that if they are deemed NYC in 1 or more units they will fall below the 50% requirement for the term.</p> <p>All staff is made aware of the requirements of this policy through induction, staff handbook, regular meetings and updates and continuous improvement practices. Students are made aware of the academic progress requirements through enrolment processes, student handbook, and orientation and throughout the program.</p>
<p>2.4 REPORTING 'BREACH OF STUDENT ATTENDANCE'ACADEMIC PERFORMANCE'</p>	<p>Expulsion and Reporting</p> <p>Where a student has Unsatisfactory Performance while subject to an AAIC Intervention Strategy, Student Administration Manager shall send the student APPENDIX D: Academic Performance Breach Recorded Letter</p> <p>In the breach letter:</p>

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- They are informed that this has occurred as they have failed to be deemed Competent in more than 50% for two consecutive terms.
- They are also informed of their ability to access the AAIC complaints, grievances and appeals process and have 20 working days to do so.

AAIC shall only report unsatisfactory course progress in PRISMS in accordance with section 19(2) of the ESOS Act if:

- the internal and external complaints processes have been completed and the decision or recommendation supports the registered provider, or
- the overseas student has chosen not to access the internal complaints and appeals process within the 20 working day period, or
- the overseas student has chosen not to access the external complaints and appeals process, or
- the overseas student withdraws from the internal or external appeals processes by notifying the registered provider in writing.

This process of reporting breaches into PRISMS is the responsibility of the Student Administration Manager who monitors the academic progress. This department is also supported by the monitoring conducted by the Chief Executive Officer. A copy of all letters, details of phone calls made (file notes), and any reports are to be kept in the student files.

9.12 AAIC P47 STUDENT CODE OF CONDUCT POLICY

POLICY STATEMENT

DECLARATION:

The College's Student Code of Conduct clearly defines students' rights and responsibilities related to appropriate conduct. The purpose of the Code is to create a positive and supportive learning environment in which all members of the learning community can participate safely and effectively. AAIC Students must adhere to this policy at all times.

PURPOSE:

The Student Code of Conduct sets out what the AAIC expects from students as Student of AAIC. All students at enrolment must accept their shared responsibility for maintaining a safe, harmonious and tolerant environment in which to study and work.

SCOPE

All Students

POLICY GUIDELINES

OVERVIEW

AAIC Student Code of Conduct provides a framework for the standard of conduct expected of students of AAIC with respect to their academic integrity and behaviour. It

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	<p>outlines the primary obligations of students, and directs staff and students to the code and related procedures.</p> <p>Where a student breaches this Code, AAIC may take disciplinary action. Such matters will be handled in accordance with the AAIC P40 Deferring, Suspending or Cancelling Policy.</p> <p>AAIC Student Code of Conduct aims at Providing a learning culture that prepares students to learn effectively and to gain the necessary skills for employment or further studies. Providing superior education in which students are encouraged to strive for excellence. AAIC expects Students and trainers will help to contribute to this aim. Students will practice the qualities that AAIC and their employers seek and at all times act in a respectful and courteous manner. An environment free of harassment, discrimination and threatening behaviour will operate at all times.</p> <p>AAIC recognises the values of Diversity and differences, Co-operation, Respect, and Tolerance & Freedom of expression well-established in social responsibility.</p>
EXPECTED BEHAVIOUR WHILE ON CAMPUS	<p>Whilst on campus, all students are expected to behave in a considerate and respectful manner towards other students, staff and visitors. Unacceptable behaviour restricts academic progress and hinders the work performance of others. Students are encouraged to</p> <ol style="list-style-type: none"> 1. Speak in English whilst on campus 2. Be respectful and courteous to everyone 3. Be punctual and attend all classes 4. Arrive and leave class at scheduled times, otherwise seek permission from your trainer 5. In class, allow everyone an opportunity to learn. 6. Listen and avoid interrupting others 7. Submit all work on time 8. If you miss class, it is your responsibility to catch up 9. Turn off your mobile phones 10. Adhere to the required dress and safety standards in your relevant course 11. Alcohol, drugs and smoking are strictly prohibited 12. Place all rubbish in the bins provided in the classroom
UNACCEPTABLE BEHAVIOUR OR MISCONDUCT	<p>AAIC recognizes the following two forms of misconduct as unacceptable behaviour;</p> <p>2.2.4 Academic misconduct</p> <p>2.2.5 General misconduct</p>
ACADEMIC MISCONDUCT	<p>The following gives an indication to the types of behaviour that constitute 'Academic Misconduct' within the college:</p>

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Assessment tasks

- Students must not copy or paraphrase any document, audio-visual material, computer-based material or artistic piece from another source except in accordance with the conventions of the field of study
- Students must not use another person's concepts, results or conclusions and pass them off as their own
- In cases where the assessment task is intended to be individual work not group work, students must not prepare an assignment collaboratively and then submit work that is substantially the same as another student's assessment.
- Students must not ask another person to produce an assessable item for them.
- Any other way of academic misconduct as per AAIC's Plagiarism Policy.

Examinations

- e. Students must not help or receive assistance from other students
- f. Students must not request the loan of or lend materials or devices to other students
- g. Students must not bring any materials into the examination room other than those specified for that examination
- h. Students must not use computer software or other devices during an examination other than those specified.

A student may be excluded from a final examination in a unit for any of the following reasons:

- unauthorised absence from class
- failure to meet unit requirements, for example non-submission of assignments or failure to attend class or mid-term tests (if applicable)

GENERAL MISCONDUCT

General misconduct is where a student: acts dishonestly; harasses other students or staff; interferes with students or staff; prevents or disrupts learning; disobeys/fails to comply with contractual or legal requirements; misuses, damages or steals college's property or the property of others; alters/defaces the college documents or records; prejudices the good name of the college, or otherwise acts in an improper manner.

The following examples indicate the kinds of behaviour which constitute student misconduct. They are for illustrative purposes and are not intended to be exhaustive. Student misconduct occurs when a student:

- a) contravenes any rules or acts;
- b) prejudices the good name or reputation of the college;
- c) prejudices the good order and governance of the college or interferes with the freedom of other people to pursue their studies.

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	<ul style="list-style-type: none"> d) wilfully disobeys or disregards any lawful order or direction from college personnel; e) refuses to identify him or herself when lawfully asked to do so by an officer of the college; f) fails to comply with any penalty imposed for breach of discipline; g) misbehaves in a class, meeting or other activity under the control or supervision of the college, or on college premises or other premises to which the student has access as a student of the college; h) obstructs any member of staff in the performance of their duties; i) acts dishonestly in relation to admission to the college; j) knowingly makes any false or misleading representation about things that concern the student as a student of the college or breaches any of college rules; k) alters any documents or records; l) harasses or intimidates another student, a member of staff, a visitor to the college, or any other person while the student is engaged in study or other activity as a College student, because of race, ethnic or national origin, sex, marital status, sexual preference, disability, age, political conviction, religious belief or for any other reason; m) breaches any confidence of the college; n) Misuses any facility in a manner which is illegal or which is or will be detrimental to the rights or property of others. This includes the misuse, in any way, of any computing or communications equipment or capacity to which the student has access at or away from the college premises while acting as the college student, in a manner which is illegal or which is or will be detrimental to the rights or property of others; o) steals, destroys or damages a facility or property of the college or for which the college is responsible; or p) Is guilty of any improper conduct.
CONSEQUENCES OF STUDENT MISCONDUCT	<p>In relation to disciplinary matters listed above, AAIC may suspend or cancel a student's enrolment, according to <i>AAIC P40 Deferring, Suspending or Cancelling Policy</i>.</p> <p>Please refer to <i>AAIC P40 Deferring, Suspending or Cancelling Policy</i> for further information.</p>
COMPLAINT, GRIEVANCES & APPEAL	<ul style="list-style-type: none"> • All students are to be given the opportunity to access the AAIC complaints, grievances and appeals procedure before reporting any provider initiated suspensions or cancellations of enrolments via PRISMS. The students must be advised that they have 20 working days to lodge an appeal form the issue of final notification. • Where a student decides to access this procedure within 20 working days of notification the college will maintain the student enrolment until the process has finalised before going ahead with the reporting of the student's enrolment changes via PRISMS. • Where a student decides not to access this procedure within 20 working days of notification the college will continue with it reporting process.

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9.13 AAIC P50 USI MANAGEMENT POLICY

POLICY STATEMENT	
DECLARATION:	AAIC shall meet the requirements of the Student Identifier scheme in accordance with the Student Identifiers Regulation 2014 and Clause 3.6 of RTO Standards 2015.
PURPOSE:	<p>This policy/procedure supports Clause 3.6 Participate in the Student Identifier Scheme focusing on providing training relevant to employers and to maximize learners' opportunities for employment, advancement or further education.</p> <p>Also this Policy has been created to ensure:</p> <ul style="list-style-type: none"> • To provide students with and understanding of the Unique Student Identifier (USI) and how this impacts their enrolment and continuing studies, along with the process they need to follow. • Management of a unique student identifier for students undertaking Vocational Education and Training (VET) activities. • Student who undertakes nationally recognised VET through an Australian Registered Training Organisation (RTO) to see their complete enrolment and achievement record in a single transcript.
SCOPE	This policy applies to all enrolled students of AAIC who are current or new as of 1 January 2015; this includes single Unit of Competency (UOC) students.
POLICY GUIDELINES	<p>From 1 January 2015 students enrolling in nationally recognised training in Australia will need a Unique Student Identifier (USI). The USI is a form of file number that will link students to their training records which are held in the national training collection. Students will be able to access their records online, download them and share them with future training organisations electronically. With the student's permission, training organisations will be able to see their students' entire nationally recognised training record commencing with records collected in 2015. Training organisations will find it easier to assess pre-requisites and credit transfers and assess students' eligibility for government funded training places.</p> <p>Employers will benefit through access to better information on skill levels and the training needs of their workforce, and an authoritative source of the training records of job applicants and staff. The USI will improve the VET sector's transparency and responsiveness, enable</p>

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	<p>more evidence-based policy intervention by Governments and support the management of government funded student subsidy programs.</p> <p>Over time the USI will make record keeping, information exchange and business practice in the Australian VET sector easier and smoother in a range of ways. The Australian Office of Best Practice Regulation has examined the USI and has designated it as deregulatory. The majority of information that is required for a USI is collected and reported through AVETMISS, as well as being used for a training organisation's day to day business.</p>
WHO NEEDS A USI?	<p>Students who need a USI include:</p> <ul style="list-style-type: none"> • students who are enrolling in nationally recognised training for the first time; • School students completing nationally recognised training; and students continuing with nationally recognised training. • A student who is continuing study is a student who has already started their course in a previous year (and not yet completed it) and will continue studying after 1 January 2015. <p>Once a student creates their USI they will be able to:</p> <ul style="list-style-type: none"> • give their USI to each training organisation they study with; • give their training organisation permission to view and/or update their USI account; • give their training organisation view access to their transcript view and update their details in their USI account; and • view online and download their training records and results in the form of a transcript from 2016. • control access to their transcript from 2016.
ROLE OF AAIC	<p>AAIC will play an important role in either collecting and verifying or creating USIs on behalf of its students.</p> <p>Most students will be able to obtain their USI on their own, although it will be important for AAIC to prompt them to do this before they enrol.</p> <p>AAIC should record a USI for their students at the time of enrolment. However AIC must ensure that it has recorded a valid USI for each student when they report on training activities or issue an AQF certification document, such as a qualification, statement of attainment or testimonial.</p>
PROCESSES	<p>Procedure for creating a USI for a student</p> <p>Where a new or continuing student does not have a USI, AAIC can create one for the student after getting permission from the student.</p>

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Prior to creating the USI, the Admin Manager should give a copy of **AAIC-F82 USI Application Form** to the student which the student is required to read and sign and notify AAIC whether the student needs a new USI or have an existing USI. This form shall also contain Privacy Statement for students.

Once the form is signed by the student, the enrolment officer should log into the USI organisational portal (or SMS) in order to create a new USI.

Click on the Create USI tab and follow the instructions as follows:
Personal Details

The first screen that is displayed is the Personal and Contact Details screen. The mandatory fields are shown with a red asterisk. All personal details must match the form of ID.

The key points to remember when entering Personal Details are:

- The personal details must be entered as they are shown on the student's form of ID (e.g. you must enter the first, and/or middle and the family name exactly as they are shown on the form of ID that the student has presented to you). Abbreviated or nicknames cannot be used unless shown on the form of ID.
- The first question on this screen is "Does the student have a First Name and Family Name?" This is asked because, in some societies, it is common for people to have one name. If only one name appears on the student's form of ID, please select "No, the student only has one name". This will then display one field to be completed entitled "Name".
- There are some fields on this screen that are mandatory. They are indicated by a red asterisk *. The system prevents progressing from this screen if the mandatory fields are not completed.

CONTACT DETAILS

As you scroll down the screen you will arrive at the Contact Details section. You need only to complete the students Preferred Contact Method, however this does not preclude from entering all fields if it is requested by the student.

The key points to remember when entering Contact Details are:

- You must provide one Preferred Contact Method for the student. The default is email. However, the student may choose to be contacted by mobile phone or mail. By selecting the Preferred Contact Method from the drop down list, the mandatory fields indicated by a red asterisk *, will show next to the field that is to be completed. For email and mobile, you are required to enter the student's details and re-enter to confirm they are correct.
- If the student selects mail as the preferred contact method, please ensure all the address fields are completed. You will also need to make the

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	<p>student aware that it will still be necessary for them to access a computer to activate their account and set their password and check questions, and to change their password or other account details.</p> <ul style="list-style-type: none"> • The student's Country of Residence can be selected from the drop down list. In most cases the country of residence will be Australia and this is the default displayed on this screen. • It is important that the student's contact details are accurate and up to date so that they can be contacted by the USI Office. This may be to confirm changes to their account, password resets and respond to enquiries from the student. • You need to advise your students to update their USI account if they change their contact details. • There are some fields on this screen that are mandatory. They are indicated by a red asterisk *.The system prevents progressing from this screen if the mandatory fields are not completed.
CONFIRM STUDENT'S DETAILS	<p>It is important to ensure that you have entered the student's details correctly. The next screen gives you the opportunity to check. By selecting the BACK button, you can return to the previous screen and change any inaccuracies. If you are confident that all the information is correct, select the NEXT button at the bottom.</p>
FORM OF ID	<p>To complete the creation of a USI account, you will need to select the form of ID document being used by the student from the list of document types shown then enter the details from a suitable form of ID for the Student (e.g. Driver's Licence, Medicare card).</p> <p>This process is designed to ensure the name and some other identity fields used to create a USI match those accepted in a formal identity process. It is easiest and preferable if the student is holding the ID document but acceptable for them to provide the information in another way if necessary.</p> <p>This information is checked automatically in a process that will normally take less than 30 seconds, by the Attorney General's Department, Document Verification Service. When you select the form of ID type from the screen the details that are required to verify a student's identity are displayed.</p> <p>The key points to remember when completing the Form of ID details are:</p> <ul style="list-style-type: none"> • There are some fields on this screen that are mandatory. They are indicated by a red asterisk *. The system prevents progressing from this screen if the mandatory fields are not completed.

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	<ul style="list-style-type: none"> • Most document types have examples that can be enlarged. Samples of all documents can also be viewed on the website. • Some of the required fields are document specific according to the document type you are using (e.g. there are differences between birth certificates in different states and years). • If you require further information about how to complete the Evidence of Identity fields, select Help on the right of the screen. By choosing one of the identity documents in the Help section, more information about that document is displayed. • If you want to start again select the BACK button. • Checking by the DVS will normally take no longer than 30 seconds.
VERIFY USI	<p>This function can be used by AAIC, VET Admission Bodies and VET Related Bodies.</p> <p>AAIC shall receive USI from all students by collecting AAIC-F82 USI Application Form and verify the USIs they have collected from students, before uploading their AVETMISS data to the VETTRAK and NCVER data warehouse, unless they have created the USI account on behalf of the student.</p> <p>When AAIC creates the USI account on behalf of a student, AAIC is not required to separately verify the USI. This step is very important, as the student may have made a mistake when they provided their USI to AAIC.</p> <p>AAIC shall undertake verification during or soon after enrolment as this is the easiest time to work with the student to correct any errors. To verify a USI through the USI Registry system, Admin Manager will select the Verify USI tile on the Home Page.</p> <p>When using the USI Registry system, you need only to enter the USI and First name, Family Name and Date of Birth, and then select the Verify button at the bottom of the screen. If you have a system-to-system connection, verification will normally happen automatically and notify you of any errors. After the data has been submitted, the Verification Results are displayed on the screen.</p> <p>All fields that have been successfully verified will be shown with a green tick i.e. the data matches the corresponding information in the USI Registry system.</p> <p>If the data is not verified, the fields that do not match are shown with a cross</p> <p>The key points to remember when verifying a USI are:</p> <ul style="list-style-type: none"> • You must enter the details correctly. It is important that you ensure the student is giving you the exact details (for example name format) they

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	<p>used when they created their USI. This may be different to the name details already stored in AAIC's Student Management System.</p> <ul style="list-style-type: none"> Mandatory fields are indicated by a red asterisk *.The system prevents progressing from this screen if the mandatory fields are not completed.
FIND A USI	<p>This function can be used only by RTOs.</p> <p>Training Organisations that have previously been given the student's permission to view and or update their personal and contact details or see their training records are able to use this function.</p> <p>Find USI allows an RTO to:</p> <ul style="list-style-type: none"> search list and view a USI update and view the student's details if they have permission <p>If you choose to select fields that may not identify an individual (e.g. if you select surname "Jones"), you may be presented with a list of students that have given you permission to view their records with the same surname.</p> <p>If the account has not been activated (i.e. the student has not set the password and check questions), the record will not be displayed. Select the one that matches your find criteria.</p> <p>Find USI may be used for the following purposes:</p> <ul style="list-style-type: none"> If a student needs assistance with changing their personal or contact details. By accessing the Update link, you can make the changes. However, for changes to key personal details (e.g. first name, family name, one name, date of birth, gender) the student will need to provide a form of ID displaying the changes You need to view the students training record to evaluate whether their previous study will entitle them to be eligible for recognition for prior learning. (Please note this function will not be available until after January 2016 and will only include training completed since the introduction of the USI). <p>The key points to remember when using Find USI are:</p> <ul style="list-style-type: none"> This function is only available to RTOs. To use Find USI, the student must have given you permission in their USI account to view their records. If the student has not given you permission, the message "No records were found that match the search details" will be displayed. To gain

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	access you will need to ask the student to log in to their account and set permission for your organisation to gain access.
THE USI AND REPORTING	<p>Each time AAIC students complete nationally recognised training; AAIC must collect and verify their Unique Student Identifier (USI) before we can confer a qualification or statement of attainment.</p> <p>When AAIC submits data according to the new VET data collection and reporting requirements, it will now include the USI for each student. This USI will be reported to the National Centre for Vocational Education Research (NCVER) and entered in the national data collection.</p> <p>The new Unique Student Identifier (USI) scheme is underpinned by the Student Identifiers Act 2014, Standards for NVR Registered Training Organisations (RTO) 2014 and Student Identifiers Regulation 2014 and these require that AAIC:</p> <ul style="list-style-type: none"> • Collects a USI from each student • Verifies a USI supplied by a student • Ensures a student has a valid USI before conferring a qualification or statement of attainment on that student • Ensures the security of USIs and related documentation • Destroys any personal information collected solely for the purpose of applying for a USI on behalf of a student • Adheres to all legislative requirements under the USI legislative requirements <p>AAIC will be required to have a valid and verified USI for each of student before a qualification or statement of attainment is issued to that student.</p>
STUDENT ACCESS TO RECORDS	<p>When a student logs into their USI account it will link to the national data collection using the USI. The students USI account will then enable them to see their records and results completed. All students' results from 2015 will be available in their USI accounts in 2016.</p>

9.14 AAIC P52 WORKPLACEMENT POLICY

POLICY STATEMENT

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DECLARATION:	AAIC delivers courses that may require the student to complete work placement in order to gain the qualification. AAIC supports work experience students as part of its commitment to help student gain valuable experience and involvement with the industry.
PURPOSE	<p>The purpose of this policy is to</p> <ul style="list-style-type: none"> - provide clear and sufficient information about work placements, identify the process of assigning work placement to students and the obligations and expectations of the workplace and AAIC. - make sure work placements are managed in a manner which benefits the student and minimises risk to the student, host employer and AAIC.
SCOPE	This policy applies to all AAIC students enrolled at AAIC.
POLICY GUIDELINES	
DEFINITIONS	<p>Work Placement Any structured workplace learning that is part of a written agreement between a training organisation (AAIC) and an employer/organisation. It includes work observation, work experience and other forms of workplace learning.</p> <p>Host Employer Workplace providing work placement activity</p> <p>Workplace Supervisor Employee or owner of host organisation identified as contact person for student and AAIC.</p> <p>Work placement Agreement Written agreement signed by student, host employer and University to specify the hours of placement and activate insurance cover.</p>
PROCEDURES	
INFORMING STAFF AND STUDENTS OF WORK PLACEMENT REQUIREMENTS	<ul style="list-style-type: none"> • Work placement will be required as part of a course where: <ul style="list-style-type: none"> - The Training Package specifically states Work Placement hours are to be completed as part of the training and/or - The most appropriate method of training or assessment is through work placement in an appropriate industry work place • Where a course has been identified as requiring a work placement component AAIC must identify the specific units and the reasons that work based training is most appropriate form of delivery and assessment. • The specific number of work placement hours and the specific work place requirements must be determined and included in the course structure. • AAIC is required to identify work placement requirement on course marketing materials issued by AAIC. The information must include the required hours of work placement and any industry specific requirements, for example police checks.

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	<ul style="list-style-type: none"> All staff involved in the delivery of the course shall also be informed about the work placement requirements and their roles and responsibilities involved with work placements. This information shall be covered through the staff induction process and through on-going staff meetings. All Host Employers and Students shall receive relevant information kits outlining roles and responsibilities for the Work Placement and general information relating to the Work Placement process.
SOURCING WORK PLACEMENTS	<ul style="list-style-type: none"> The process for sourcing a work placement position for students shall be undertaken as indicated below: <ol style="list-style-type: none"> Student is placed with a (screened & compliant) willing host employer OR Existing employer or nominated employer of the student is screened for compliance following AAIC policy and procedure and on successful screening the student is registered against this employer. To generate placements AAIC shall liaise with industry to identify potential host employers. AAIC is to determine suitability of potential host employer, including supervision and work health and safety compliance, ability to provide the practical training required using Suitability checklist. A site visit will be conducted by AAIC for all host employer workplaces. The site visit shall ensure the workplace is appropriate for the student's placement and there is access to appropriate equipment while maintaining WHS standards. AAIC will also negotiate the practical activities/specific tasks to be given to the student by the placement Provider and/or a workplace supervisor if the Placement Provider has nominated one to supervise student. All host employers shall be given information relating to the work placement requirements and course information. A 'Work Placement Agreement' shall be signed by AAIC, the host employer, and the student. The agreement will specify the roles and responsibilities of all parties, hours the work placement will take place and the total hours required to complete the outcomes of the specified units of competency requiring the work placement. <p>The 'Work Placement Agreement' shall include the requirement for the Host Employer to provide an induction session with all students prior to any placement hours being completed.</p>
PRIOR TO WORK PLACEMENTS	<ul style="list-style-type: none"> Students will undertake training within AAIC environment in all pre-requisite units and the theory components of units before they commence the work placement. This includes any WHS training that is to be included within the course. This training shall take place within AAIC classrooms and simulated work environments and shall occur prior to any work placements undertaken. Students will undertake a workplace induction which will allow for the student to become familiar with the workplace and meet host employers and colleagues. The induction will be conducted by the host employer as indicated within the 'Work Placement Agreement'.

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UNDERTAKING WORK PLACEMENTS

- Students will be required to complete the work placement as specified in the 'Work Placement Agreement' and complete tasks as outlined within the 'Work Placement Book'. Any variations to the hours worked and conditions of the work placement must be amended in the agreement by AAIC and re-issued to all parties for authorisation.
- Student's attendance through the work placement shall be recorded by the host employer and the student via the 'Work Placement Log'. This will record all times and dates the student completes work placement hours for the host employer.
- The student shall be provided support and guidance from the host employer in the completion of required workplace tasks. These tasks will ensure the student further develops their skills and knowledge in the required areas as specified in the Work Placement Agreement.
- AAIC will monitor the work placement through trainers and assessors completing:
 1. Regular contact with the student and work placement supervisor will be made through monitoring visiting where feedback from students and the work placement supervisor will be collected.
 2. Site visits to conduct assessments in the workplace where trainers will ensure the workplace is providing adequate support and guidance to the student. The Trainers will also ensure the workplace is compliant in WHS regulations.
 3. The feedback received from the work placement supervisor will enable AAIC to determine whether student has demonstrated skills to satisfactory level or any gaps identified. If any gaps identified, then AAIC Intervention Strategy will be implemented.
 4. The employer and student will be required to sign a Work placement Book indicating the hours completed which will be monitored by trainers / assessors.
- Assessment of required practical skills will be undertaken by qualified trainers and assessors where appropriate. On some occasions the trainer may require the host employer to participate in the assessment process through observing students in the workplace. All assessments shall be signed off by a qualified assessor from AAIC.

RECORDING OF WORK PLACEMENTS

- Each student undertaking a Work placement shall have a copy of their 'Work Placement Agreement' signed by all parties kept on their file.
- All hours logged and activities completed within the workplace shall be recorded in the student's 'Work Placement Record Book'. This log shall be signed by the student and the employer and monitoring AAIC trainer / assessor makes a monitoring visit.

'Work Placement Record Book' will be kept on the student's file as evidence for the specified unit(s) and be included as an assessment requirement for the specified unit(s).

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