This Handbook has been developed to provide general student information for those studying through the Australian Institute of Flexible Learning (AIFL). Materials in this Student Handbook have been sourced from a variety of publications providing information on the National Training System. Where direct quotations have been used the source has been identified.

This resource is reviewed by the AIFL for currency each year. Information was accurate at the time of publication.

Should you have further questions, please contact your course coordinator or the AIFL Student Services Staff.
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Course Coordinators

Mrs Susan Morley
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- CHC30312 Certificate III in Home and Community Care
- HLT42512 Certificate IV in Allied Health Assistance
- HLTEN620B Practise in first line emergency nursing

Mr Ross Hartley
- BSB20112 Certificate II in Business
- BSB30112 Certificate III in Business
- BSB40812 Certificate IV in Frontline Management
- BSB51107 Diploma of Management
- BSB60407 Advanced Diploma of Management
- Project Management

Mrs Fiona O'Toole
- CHC30212 Certificate III in Aged Care
- HLT42512 Certificate IV in Allied Health Assistance
- CHC30312 Certificate III in Home and Community Care
- CHC10212 Certificate I in Active Volunteering
- HLTEN620B Practise in first line emergency nursing

Mr Raymond Beacham - Reclink
- CHC40408 Certificate IV in Alcohol and Other Drugs Work

Ms Nikki Summerfield
- TAE40110 Certificate IV in Training and Assessment via RPL

RecoverOz
- CHC40408 Certificate IV in Alcohol and Other Drugs Work
Welcome

Welcome to the AIFL and congratulations on committing to flexible learning. We invite you to read through this student handbook and then ask as many questions as needed. We can’t put everything in a booklet so we hope you will direct any other concerns either to your course coordinator or the AIFL Student Services staff.

The purpose of this handbook is to provide you with information that will be useful to you as a student. The handbook focuses on processes to support you to achieve your goals. Our aim is to provide you with unique individualised support to ensure you are able to meet the requirements of your chosen qualification. We encourage open and honest communication and offer flexible learning choices. We also work to provide you with a valuable experience as you progress your qualification. A variety of support services have been established to match the type of learning or recognition service being provided.

*Live and learn* is our motto and refers to life based learning as the key concept underpinning what we do. We acknowledge that all learning is interrelated and learning at work is only part of the many types of learning people do. *Live and learn* is also the key concept underpinning our eRecognition centre, which has been designed to acknowledge all relevant learning experiences when recognising prior learning.

We plan to assist your learning in whatever way possible so please do not hesitate to contact us if you have any questions on 1300 854 987.

Enjoy your journey.

Maxine Brockfield
Chief Executive
Australian Institute of Flexible Learning
About our organisation

The Australian Institute of Flexible Learning (AIFL) grew out of the obvious need for a training organisation in Australia that can respond flexibly to the everyday learning and educational requirements of individuals, as well as business.

Above all, the AIFL is about providing a better, more flexible learning experience by giving our students as much control as possible over what, when, where and how they learn.

Our eRecognition centre is possibly the most user-friendly, fully online, RPL (recognition of prior learning) process in Australia. Our ground breaking, highly innovative eRecognition process provides the pathway for people who are competent in a vocational field, though they do not hold a formal qualification, to gain their qualification 100% online.

For us, e-learning is not so much about enabling people to gain a qualification online, it is more about using technology to provide an exciting, highly interactive learning experience that takes advantage of the best methods and technologies available.

A copy of our most recent ASQA audit report is available on written request to the General Manager.

We offer qualifications in the following areas:

- Health
- Community Services
- Training and Assessment
- Business

A full list of the qualifications we offer are on our website.

Our Training Organisation Identity (TOID) number is 21579
How we work

Our student-centred flexible learning program aims to meet individual needs by providing choices that allow students to meet their own educational requirements in ways suiting their individual circumstances. Choices may be offered in:

- **Time and/or place of study**
  - opportunities to study at home or your workplace

- **Learning styles and preferences**
  - the availability of a range of learning resources and tasks to suit individual needs

- **Contextualised learning**
  - the ability to tailor some or all of the learning content, processes, outcomes or assessment to individual circumstances

- **Access**
  - flexible entry requirements, multiple annual starting points, recognition of prior learning, articulation between programs of study and direct credit transfers

- **Pace**
  - unit completion on the basis of achievement of specified competencies rather than according to a pre-determined calendar

- **Progression**
  - Flexible progression requirements and teaching periods allowing accelerated or delayed completion of study

Our student-centred approach requires different teaching methodologies and also different relationships between teachers and students. In comparison to traditional educational models, flexible learning is broadly characterised by:

- An emphasis on guided independent learning by facilitating the learning process directing students to appropriate resources, tasks and learning outcomes

- A greater reliance on quality learning resources using a range of technologies (eg Social Media, print, CD ROM, video, audio, the Internet)

- An increasing use of information technology (IT) by using IT to deliver learning resources, providing a communications facility, administering units and student assessment, and hosting student support systems.

**Our Vision**

Our vision is for the AIFL to be nationally recognised as a leading flexible learning provider benefiting our community.
Our Mission

The mission of the AIFL is to add value to our community by enabling access, to learning and employment pathways, by developing a very capable, highly competitive and profitable training organisation.

Our customer service values

- You will be treated with respect, courtesy and consideration
- We will be helpful, accountable and clarify your requirements
- Your questions and needs will be attended to promptly and efficiently
- You will be provided with accurate information
- Services will be provided with the utmost integrity
- Personal information will not be disclosed to the public without your consent, except as permitted by law

Our standards

- Office hours from 8.30 am to 4.30pm Monday to Friday. However you are able to leave telephone messages, send faxes or emails or conduct electronic business via our website at any time.
- All letters including faxed letters will be answered within 7 business days of receipt. All emails will be answered within 48 business hours of receipt. These response times are contingent upon receipt of all information required to deal with the transaction/enquiry.
- If the matter is more complex and requires additional time to provide a satisfactory response, you will be notified within the above time limits and given an estimated time of completion.
- If you leave a telephone message during office hours, we will endeavor to return your call on the same day. However, if you leave a message for a specific staff member, that staff member may not always be available. In these cases, however, you will be contacted as soon as possible.

Our expectations

Our course coordinators are responsible for:
• Providing customer and student focused service at all times.
• Being aware of current industry trends and leading practice
• Providing students with information about requirements for assessment in each unit and giving feedback on progress
• Being prepared to negotiate training plans and assessments in recognition of the diverse needs of learners.
• Maintaining current knowledge of the Vocational Education and Training Industry as it applies to trainers and assessors.
• Reporting any issues arising through dealings with students or stakeholders that the AIFL should be aware of.
• Monitoring the currency of the Training Package that they work with to ensure delivery is compliant.

Our students are expected to:
• Take responsibility to identify and tell staff about any individual learning needs they have.
• Keep the course coordinators informed of any difficulties that may be interfering with their learning or where they may need some extra assistance.
• Check the assessment requirements for each subject i.e. due dates, number of assignments, assignment coversheets (where applicable) etc.
• Submit assignments (within the dates specified on the training plan negotiated by your course coordinator if applicable), attend class (where applicable), communicate, negotiate and problem solve.
• Be aware of and comply with AIFL policies that may affect students. A list can be found on our website www.aifl.edu.au
• Conduct yourself appropriately at all times while a student or trainee with the AIFL.

Enrolment Process
The AIFL offer qualifications via 100% online full course delivery or eRecognition. Both processes start with a completed Expression of Interest from submitted, followed by contact from either the course coordinator or Student Services. The AIFL will streamline your qualification depending on your learning needs and workplace requirements.

Whilst the AIFL offers flexible learning for all students, there are timeframes for completion of all qualifications. Students will be notified on enrolment what the timeframe for completion is for their specific qualification.

Course fees, charges and refunds
Course Fees
Course fees will be payable on enrolment and can be paid using the following methods:

- Upfront using a credit card or direct debit
- Payment by Instalments:
  For any student wishing to pay via instalments, the following will apply;
  o A $250 or 25% (whichever is the larger) non-refundable deposit will be charged
  o The remainder of the course fee will be calculated to equal monthly instalments for the enrolment period. For example, a 12 month enrolment, one payment of the 25% on enrolment and 11 equal monthly instalments to follow. All instalments will be deducted on the 1st working day of the month.
- Cheques (payable to Upper Murray Health & Community Services)
- and Company purchase order

You will not have access to your chosen course until payment has been received and cleared; this could take up to two (2) business days.

- If you are paying by instalments via direct debit you must ensure that you have given the AIFL the correct account details for your personal account(s). (Note: the AIFL will not be held responsible for incorrect account details)
- Ensure you have sufficient funds to cover the cost of your course repayments. (Note: if there are recurring insufficient funds then the AIFL reserves the right to cancel your enrolment and/or refuse your right to re-enrol). For further information please see our Fees & Refunds Policy and Procedure.

NOTE: Upon completion of your qualification, your certificate will not be issued until full payment of the course fees has been received.

Extra cost - your certificate is included in the cost of your course, however if you require a replacement certificate/statement of attainment or you require a statement of attainment before you have achieved your qualification, you will be charged a fee.

The AIFL also reserves the right to charge you for the following:
- Re-enrolment
- Transferring courses

Refunds

Should a claim be made for a fee refund, the fee refund process will be prompt, easily understood and readily accessible to students.

Should the AIFL cancel a qualification for any reason, students enrolled at the time the AIFL announces the cancellation will be entitled to a full refund of the fees with no administrative charges or penalties.
If a student withdraws from a qualification before the commencement of the qualification, full refund of the fees will be made, less a 25% non-refundable deposit

Once enrolled and given online access, students will not receive a refund.

For more information, please see the AIFL’s Fees and Refunds Policy and Procedure.

Exceptions

In the case of a student who withdraws from a qualification or program due to illness or extreme hardship, the AIFL may, at its discretion allow a refund or partial refund of the fees. The following conditions apply:

- The student concerned must produce satisfactory evidence of the circumstances of his/her withdrawal, such as a medical certificate
- The student will forfeit the 25% non-refundable deposit

Withdrawal must take place prior to the expiration of the enrolment period.

Records, documents and support arrangements

The AIFL keeps a range of records to back up its training and assessment.

The document systems are:

- Student Management System (VETtrak) that keeps all electronic records of student data and qualification progress.
- Roll books to record interactions with students, contacts, attendance etc
- Training Delivery and Assessment Plans for each qualification
- Learning and Assessment Strategies and tools
- Our Learning Management System (Moodle) logs student participation and access for compliance purposes.

Policies & procedures

Policies relevant to students are available on the website.

Grievances and disputes

A grievance is a complaint that is made when the situation cannot be addressed through the normal processes (i.e. speaking to the course coordinator or Student Services staff). It can relate to the qualification assessment. The AIFL’s Grievance & Disputes Policy and Procedure details the process to be followed.
You have the right to formally present your grievance. This may be in writing. You also have the right to have a representative and to have an appeal heard by an independent person. Ask your course coordinator about the independent person if you need further information. At all times we will try to resolve grievances quickly and satisfactorily. It is not in yours or our best interest for problems to drag out over time.

**Complaints**
- All complaints are taken seriously and will be investigated promptly
- If you have been satisfied with the service you have received, positive feedback is also useful to assist in evaluating our services
- If you have a complaint or compliment about any service provided by the AIFL you may wish to contact us. You can find our contact details on our website and at the beginning of this handbook
- Learner and Employer surveys are conducted regularly through our website and via mail, however all students are encouraged to provide feedback at any time.

**Appeals**
It may occur that a student disagrees with an assessment decision and wishes to appeal the decision. Any written appeals must be lodged within 14 days of your result and can be forwarded to the course coordinator in the first instance, the AIFL or AIFL General Manager complete with:
- The original work submitted
- The grade awarded
- Assessor comments
The appeal will be discussed with the AIFL Team including the AIFL General Manager and it will be determined if there are demonstrated grounds for appeal. The AIFL General Manager will report the outcome of the appeal to the student in writing. Further information about our Appeals process and policy can be obtain either on our website, from the General Manager or the AIFL Policies & Procedures.

**Privacy**
The AIFL will not collect personal information unless the information is necessary for one or more of its functions or activities, and the AIFL’s collection of personal information will be fair, lawful and not intrusive. The AIFL will only use or disclose information for the purpose for which it was collected.

The AIFL has a duty of care to protect the privacy of records in our care. We are not allowed to disclose any private or personal information to any person without the
consent of the person the information is about. This does not include exchanging information within the AIFL for the purposes of record keeping or training and assessment. The AIFL must adhere to the various legislation covering privacy and requirements of the VET legislation.

You have to give your permission for us to provide any personal information about you, unless required by law. This includes any reports about results, attendance at classes and general progress in your study.

For further information regarding your privacy please refer to our online privacy policy available on our website.

Access and equity

The policies and approaches that ensure that vocational education and training is responsive to the diverse needs of all students. Through the implementation of these policies and approaches, the benefits of participating in vocational education and training are available to everyone on an equitable basis, including women where under-represented, people with disabilities, people from non-English speaking backgrounds, Indigenous Australians, and rural and remote learners.

Plagiarism

Dictionary.com defines plagiarism as:

“an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author’s work as one’s own, as by not crediting the original author”

The AIFL takes plagiarism or academic misconduct very seriously and has a policy and procedure in place to deal with suspected plagiarism. The majority of suspected plagiarism is non-intentional as students do not realise that when they use other’s ideas, no matter where they are found, for example: internet search, they need to provide a reference as to whom and where it came from.

The AIFL requires referencing on all written work submitted using Harvard style. Guides are available upon request.

Procedures to follow in cases of suspected plagiarism:

The penalties for academic misconduct can and will include some or all of the following:

- Disciplinary Procedures (see Code of Conduct and Discipline Policy)
- The awarding of a “not yet competent” grade for an assessment
- Suspension from the course
- Exclusion from the AIFL
Any course coordinator who suspects an instance of plagiarism will report the situation to the General Manager of the AIFL. The student will be informed in writing of the nature of the complaint and informed of the discipline policy and process.

Under all circumstances where the course coordinator or General Manager finds that plagiarism has occurred, a “Student Record of Plagiarism” (F14) will be completed and added to the student’s file. The student will be given the opportunity to add a comment to the record and will be asked to sign the record.

**Communicating online**

The guidelines for how to communicate using online communication tools, including emails, online forums, live chat to name a few is called Netiquette (or internet etiquette). Any breach of the AIFL Policy Guidelines on electronic harassment may constitute misconduct or serious misconduct. Please contact your course coordinator or the General Manager to report electronic harassment.

**RPL process**

**Recognition of prior learning** or RPL is an assessment process which recognizes what you have learnt through formal, non-formal & informal learning.

These experiences are measured against the learning outcomes, competency outcomes or standards of the qualification/units you want to do. If what you have learned at work or elsewhere is relevant and meets the requirements of your chosen course or qualification.

The AIFL recognizes your existing skills, knowledge and experience gained throughout your life, regardless of how they have been acquired, and use them towards the achievement of a nationally recognized qualification or full unit of competency.

The full definition for RPL can be found at:


**eRecognition** is an innovative method that streamlines your RPL, and is done 100% online. It is a system created by the AIFL to better serve the needs of those who have online access and who may not have formal qualifications to verify their experience.

**Full Course**

When we refer to a full course we mean you can achieve your qualification through a combination of online and on-the-job training. This blended approach is ideally suited to people who are either entering the workforce or up-skilling.

The AIFL therefore offers two distinct pathways to achieving a qualification: Some courses are only available through eRecognition or RPL and some are available through both eRecognition and as a full course.
Credit Transfers
Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications. This is done unit by unit.

Delivery and assessment information

Competency Based Training & Assessment
The AIFL conducts training within the Standards for NVR Registered Training Organisations 2012, the AQF and the National VET Regulator Act 2011.

As a student you will be expected to demonstrate your competence as described in the units included in your qualification. Prior to enrolment you will be given information outlining the units of qualification and the assessment requirements.

Delivery
The AIFL provides training and assessment through:
- 100% RPL using the eRecognition Tool
- Self-paced Learning online
- Classroom based
- On the job

Our learning strategies are developed to suit our students’ needs.

Assessment
In Industry and in the Vocational Education and Training system, Competency Based Training (CBT) provides the basis for measuring performance using principles of assessment and rules of evidence in a way that is valid, reliable, flexible and fair, sufficient, authentic and current.

Assessments will be conducted in each area of study. You will be advised of the assessment requirements of the unit. You will be told how the evidence will be gathered and you may provide other means to demonstrate your competence.

Some units may be assessed with others. Some may be on the job and some may involve on and off the job components.

Assessment may be conducted over a period of time so that the assessor has sufficient evidence of your skills.

You should discuss specific evidence requirements with your assessor.
Grading

**Competency Based**

<table>
<thead>
<tr>
<th>Result Code</th>
<th>Statement of Attainment Description</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Competent</td>
<td>Student assessed &amp; competency achieved. Assessment must be conducted</td>
</tr>
<tr>
<td>NYC</td>
<td>Not Yet Competent</td>
<td>Student has engaged in learning activity and has not demonstrated competency</td>
</tr>
</tbody>
</table>

**Recognition of Prior Learning (RPL) / Exemption Based**

<table>
<thead>
<tr>
<th>Result Code</th>
<th>Statement of Attainment Description</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPL</td>
<td>Recognition of Prior Learning as defined in the “Standards for NVR Registered Training Organisations 2012”</td>
<td>Recognition of Prior Learning (RPL) means an assessment process that assesses an individual’s formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification. Student has been granted an exemption through a recognition of prior learning process</td>
</tr>
<tr>
<td>CT</td>
<td>Credit Transfer</td>
<td>Student has been granted an equivalence through a process of credit transfer</td>
</tr>
</tbody>
</table>

**Unsatisfactory progress by the student**

When your progress is unsatisfactory an informal review of your progress will be held. An informal review involves:

- Notifying the student of the concerns by the course coordinator
- Asking the student to meet with the course coordinator to discuss the matter and possible options to improve the situation.
- If there is no agreement then the matter is brought to the attention of the General Manager.
- All requirements of the qualification or unit of competency must be met.

**Special consideration**

A student whose work or performance has been affected by illness or other serious cause may apply in writing to the course coordinator for special consideration. The letter must be accompanied by a medical certificate or other evidence, at the earliest convenience. You may ask assistance if this is the case.
Additional support
If you require additional support, please contact your course coordinator or the AIFL Support Staff on 1300 854 987, we will be more than happy to help you with your needs.

Welfare and guidance services
For further information regarding welfare and guidance services that are available to you, please contact Centrelink or your nearest welfare agency.

Issuing of certificates
Once you complete all the requirements for your qualification, you are entitled to graduate with a nationally recognised certificate or a statement of attainment that is recognised by Registered Training Organisations (RTO) throughout Australia.

Your certificate will be issued within 14 days of completion of your qualification and completion of payment.

Please contact your course coordinator if you require further information regarding the issuance of certificates.

Transcripts
The AIFL will provide a full Transcript at the completion of your qualification.

Training packages
The Australian Qualifications Framework includes mandatory components endorsed by the NTQC. These include the competency standards, assessment guidelines and qualification framework. These form the basis of training and assessment in the training package and as such must be used.

Each training package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the training package are referred to as the ‘packaging rules’. These rules must be followed and can be accessed at www.training.gov.au.

Our scope of registration identifies which qualifications we are permitted to issue, subject to availability of a course coordinator. This may be checked on the national website www.training.gov.au.

Clinical placement guidelines
Some qualifications require a clinical placement to take place within a suitable workplace. The course coordinator will provide you with details about the type of placement, number of hours, assessment tools, contractual arrangements and contact...
person details. It is important that placements are finalised well in advance. If you are attending placement at a public health facility in Victoria, the AIFL is able to assist with finding and confirming placement. Once you receive the contact details of your workplace, it is important to make contact and find out the following arrangements:

- Uniform standards
- Starting and finishing times
- Where to meet on the first day
- The contact details of your assessor
- Any particular arrangements that may not be mentioned in your handbook
- Car parking arrangements

**Clothing and footwear**

Students on work placement are expected to wear what is preferred by the placement organisation and wear the identification provided at all times. Hair below shoulder length is required to be tied back in any clinical setting.

Students are expected to be neat and tidy in appearance and the wearing of jewellery is not recommended due to infection control guidelines.

To ensure your work experience meets your learning requirements, there are a number of important guidelines as follows:

**Noise levels**

Students are requested to keep noise levels to a minimum, especially in patient/ student care areas. Always consider the patient/ student and others when talking and using equipment.

**Valuables**

Please do not bring valuables to placement. The health service and the AIFL cannot be responsible for valuables or other personal items.

**Smoking**

Smoking is not permitted in buildings, student houses or surrounds, access points to buildings or motor vehicles. A non-smoking policy applies to staff, patients, students and visitors. All Health Services have been a smoking free workplace since 1\textsuperscript{st} January 2009.

**Phones**

Please do not have your mobile phone on while on placement. You are welcome to use it in the meal breaks or as per placement organisation policy and procedures.

**Incident reporting**
We expect you to report any incidents/adverse events by completing an incident report form as per placement organisation requirements any time an incident of concern happens. A copy of this report should then be given to the AIFL.

Please inform your course coordinator and your supervisor if an incident or adverse event occurs.

### Commonly used terms in vocational education & training

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accreditation</strong></td>
<td>The formal recognition of a qualification by the State or Territory Qualification Accrediting Body in line with the Standards for State and Territory Registering/Qualification Accrediting Bodies.</td>
</tr>
<tr>
<td><strong>Accredited qualification</strong></td>
<td>A structured sequence of vocational education and training that has been accredited and leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment.</td>
</tr>
<tr>
<td><strong>ACPET</strong></td>
<td>Australian Council for Private Education and Training - a national body representing the private education and training sector in Australia.</td>
</tr>
<tr>
<td><strong>AQF</strong></td>
<td>The Australian Qualification Framework (AQF) is the national policy for regulated qualifications in Australian education and training.</td>
</tr>
<tr>
<td><strong>Apprenticeships and Traineeships</strong></td>
<td>Also known as New Apprenticeships. New Apprenticeships combine practical work with structured training to give people a nationally recognised qualification. New Apprenticeships are covered by formal agreements known as either 'Training Agreements' or 'Contracts of Training', which set out the training and supervision an employer must provide for the employee, as well as the employee’s obligations as a New Apprentice. Off-the-job training is done with approved training providers including schools; TAFE colleges and other registered training organisations.</td>
</tr>
<tr>
<td><strong>Assessment guidelines</strong></td>
<td>An endorsed component of a Training Package which underpins assessment and which sets out the</td>
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industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include the assessment system overview, assessor requirements, designing assessment resources, conducting assessment, and sources of information on assessment.

**Assessment**

The process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry/enterprise competency standards or the learning outcomes of an accredited qualification.

**ASQA**

The Australian Skills Quality Authority is the national regulator of Australia’s vocational education and training sector. However students need to be advised that some RTOs are still registered at a state level.

**Competency based training**

Competency based training (CBT) provides the basis for measuring performance. To achieve competence students must demonstrate their skills and knowledge to Industry Standards in EVERY learning outcome or element.

**Contact hours**

The number of hours a student spends in the classroom for a particular qualification.

**Qualification number**

The alpha numerical code used to identify a qualification.

**Qualification**

Means a formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or commercial needs.

**Equity**

In vocational education and training, equity policy incorporates measures to improve access to, participation in, and outcomes of vocational
education and training for those who may be disadvantaged or have traditionally been under-represented, especially indigenous Australians, people with a disability, women, people in remote and rural communities, and people from a non-English-speaking background.

**Nominal hours**
The number of hours used to calculate the cost of either the unit or course fees.

**Program**
The qualification you are studying, eg Certificate IV in Hospitality (Food and Beverage Supervision).

**Qualification**
In the vocational education and training sector, the formal certification, issued by a Registered Training Organisation under the Australian Qualifications Framework (AQF), that a person has achieved all the requirements for a qualification as specified in a nationally endorsed Training Package or in an AQF accredited qualification.

**Recognition of Current Competency (RCC)**

**Recognition of Prior Learning (RPL)**
RPL is an assessment process which recognizes what you have learnt through formal, non-formal & informal learning

These experiences are measured against the learning outcomes, competency outcomes or standards of the qualification/units you want to do. If what you have learned at work or elsewhere is relevant and meets the requirements of your chosen course or qualification.

The AIFL recognizes your existing skills, knowledge and experience gained throughout your life, regardless of how they have been acquired, and use them towards the achievement of a nationally recognized qualification or full unit of competency.

**RTO**
Registered Training Organisation. As Registered Training Organisations, providers of learning and assessment services are registered within the VET
system and regularly audited for service quality. The system enables providers to operate anywhere in Australia and to issue nationally recognised qualifications.

Statement of Attainment

A record of recognised learning which, although falling short of an Australian Qualifications Framework qualification, may contribute towards a qualification outcome, either as attainment of competencies within a Training Package, partial completion of a qualification leading to a qualification, or completion of a nationally accredited short qualification which may accumulate towards a qualification through the Recognition of Prior Learning processes.

Training Packages

Specify the competencies that must result from the provision of learning services, industry requirements for assessment, and the qualifications that result from competence.

Unit of competency

The specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

VET

Vocational Education and Training (VET) is post-compulsory education and training (excluding degree and higher level programs delivered by higher education institutions) which provides people with occupational or work-related knowledge and skills. VET also includes programs that provide the basis for subsequent vocational programs.
Useful websites

Training Authorities
National Training Information Service: (Australian National training system database - the database of all the qualifications, units, qualifications, resources and Training Packages, and who can deliver them, and where!): www.ntis.gov.au

ASQA
The Australian Skills Quality Authority (ASQA) is the national regulator for Australia’s vocational education and training sector.

ASQA regulates courses and training providers to ensure nationally approved quality standards are met: www.asqa.gov.au

Training Support
Information about New Apprenticeships and Traineeships: www.nacinfo.com.au
Hints for online learning www.open.uoguelph.ca/resources/skills/hints.html

Health
Clinicians Health Channel www.clinician.vic.gov.au
(User Name: Vic292 / Password: pitch81)

Copyright
Copyright Agency Limited (information on copyright as it applies to Australia) www.copyright.com.au
Australian Copyright Council www.copyright.org.au

Other
Centrelink http://www.centrelink.gov.au
Understanding of this handbook

By enrolling with the AIFL and accepting this Student Handbook, a lawful binding agreement shall arise between yourself and the Australian Institute of Flexible Learning (AIFL), which shall be governed by the state and federal laws of Australia.

And by accepting this agreement you agree to pay the course fees for the course that you have chosen under this agreement.

☐ I have read and understand this Student Handbook.
☐ I acknowledge that I have received information about the qualification, units and assessments.

Your Name: __________________________

Date: ________________________________

For any concerns or queries regarding this Student Agreement or the Australian Institute of Flexible Learning, please contact one of our friendly Student Services team members on 1300 854 987.
Acknowledgement:

The AIFL acknowledges the following references used to create this student handbook:
AOL- Australian Online Learning- Student Handbook

Appendix 1
Guide to online learning

Appendix 2
Recognition of Prior Learning - Learner’s Guide

Appendix 3
Referencing Guide