



AUSTRALIAN
INSTITUTE OF
FLEXIBLE LEARNING

Australian Institute of Flexible Learning

Student Handbook

Australian Institute of Flexible Learning

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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 Support Staff.

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Course Coordinators

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- CHC30102 Certificate III in Aged Care
- HLT42507 Certificate IV in Allied Health Assistance
- CHC52208 Diploma of Community Sector Management
- HLT52007 Diploma of Practise Management

Mrs Susan Morley

- CHC30102 Certificate III in Aged Care
- CHC30308 Certificate III in Home and Community Care
- HLT32807 Certificate III in Health Support Services
- HLT32807 Certificate III in Health Support Services (Laundry)
- HLT42507 Certificate IV in Allied Health Assistance
- HLTEN620B Practise in first line emergency nursing

Mr Ross Hartley

- BSB40807 Certificate IV in Frontline Management
- BSB51107 Diploma of Management
- BSB41507 Certificate IV Project Management
- BSB51407 Diploma of Project Management
- BSB60407 Advanced Diploma of Management

Mrs Kerry Flanagan

- TAE40110 Certificate IV in Training and Assessment

Mrs Fiona O'Toole

- CHC30102 Certificate III in Aged Care
- HLT42507 Certificate IV in Allied Health Assistance
- HLTEN620B Practise in first line emergency nursing

Ms Lyndal Cass

- BSB20107 Certificate II in Business
- BSB30107 Certificate III in Business
- BSB41007 Certificate IV in Human Resources
- BSB50607 Diploma of Human Resources Management
- BSB60907 Advanced Diploma of Management (Human Resources)

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 Support 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 your Course Coordinator, or myself if you have any concerns.

Enjoy your journey.

Mary Hoodless

General Manager

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 e-learning 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.

Live and learn is our motto and refers to life-based learning as the key concept underpinning what we do. All learning is interrelated and learning at work is only one of the many ways people learn. 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.

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

We offer qualifications in and a full list of qualifications that we offer are listed on our website:

- Business, Management and Human Resources
- Health
- Community Services
- Training and Assessment

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 relationship 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.

Who does what in our RTO?

Chief Executive

Our Chief Executive is responsible for overseeing our operations and ensuring we meet our commitment to support you, our student. The role also provides executive support to the team ensuring we meet our responsibilities as a Registered Training Organisation.

General Manager

The General Manager of the AIFL provides leadership, guidance and support to all persons involved in the RTO including students and teaching staff.

Manager of Compliance and Registration

The Manager of Compliance and Registration is responsible for overseeing the ongoing registration of the AIFL as well as ensuring that the AIFL is on track to meet the standards of compliance in the AQTF2010 guidelines each year along with all of our reporting requirements

Staff and coordinator roles

The Qualification Coordinators are your first points of contact for any queries relating to the content of a qualification, questions about qualifications, schedules and other matters. Qualification Coordinators are responsible for delivering training through a variety of learning strategies. They will provide you with information on how best to contact them

Student Administration Services

The Student Administration Services Officer is responsible for coordinating your enrolment, payment and access to student services including Learner and Employer Surveys, student inquiries.

Marketing and Student Support

The Marketing and Student Support Officer is responsible for coordinating the AIFL's Marketing Plan and access to student services.

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 10 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.

Complaints

- Any 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 a Student Administration. You will find contact details on our website.
- Learner and Employer surveys are conducted regularly through our website and via mail or email, however all students are encourage to provide feedback at anytime

Studying within the AIFL

You have a number of rights that are explained briefly in this Handbook and in our policies and procedures.

Client selection

The AIFL has a set process for selecting clients and this process is carried out in a non bias manner. The first step of this process is to fill in an Expressions of Interests (EOI)

Enrolment & Induction/ Orientation Process

The AIFL induction/Orientation process involves the reading and acceptance of the Student Handbook, which is a valuable document to keep on your desktop. The enrolment process is carried out only after you the student have accepted this student agreement and have acknowledged that you understand and accept the student Handbook. The enrolment process will consist of you the student filling out an enrolment form with all of the necessary fields completed.

Course fees and charges

Course Fees

Course fees can be paid using the following methods: Up front with a discount using a credit card or direct debit. Instalments via direct debit or credit card can be made using our ANZ E-gate facility.

NOTE: 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)
- That 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 see our Fees & Refund Policies.
- If you are paying via a cheque then you will be unable to assess your chosen course until the cheque has cleared. Once all money has been received you will be sent an email with your username (login name) and password.

Extra Costs

The RPL process and your certificate is included in the cost of your course, however if you require a replacement certificate or statement of attainment then you will be charge a small fee per unit of the original course. The AIFL also reserves the right to charge you accordingly for the following:

- Re enrolment
- Transferring courses.

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 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 RTO 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 front coversheets (where applicable) etc.
- Be aware of and meet the trainers' individual expectations in relation to submitting assignments, attendance (where applicable), communication, negotiation and problem solving strategies.
- Be aware of and comply with AIFL policies that may affect students. A list can be found on our website.
- Conduct yourself appropriately at all times while a student or trainee with the AIFL.

Resources and support for students

Your Course Coordinator will be able to assist you in accessing relevant resources and support for your chosen qualifications.

Student Support and Student Administration Officers are at hand to assist you in any support required.

Records, documents and support arrangements

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

The following document systems are used in our RTO:

- 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

We also use a number of forms that you will come into contact with from time to time in your work with us. Please see our Policies & Procedures manual for a full list of the Registers, Forms, Policies and Procedures or ask your Course Coordinator for specific forms.

Policies & procedures

The AIFL has various important policies and procedures that govern the provision of education and training. RTO policies are outlined in the Policies & Procedures manual (available by request for all students) and include the following:

- Academic Process
- Appeals Policy
- Clinical Teaching Replacement
- Code of Conduct
- Conducting Internal Audits & Reviews
- Course Evaluation
- Discipline
- EEO
- Financial Management
- Issuance of Qualifications
- Mutual Recognition
- OHS Policy
- Privacy
- Risk Management
- RPL & CT Policy
- Student Selection
- Access and Equity
- Assessment Policy
- Clinical Teaching Staff Appraisal
- Communicating Online
- Continuous Improvement
- Development and approval of course
- Management and version control
- Fees and Refunds
- Grievances and Disputes
- Intellectual property
- Online Learning
- Plagiarism
- Records Management
- Recognition of Prior Learning
- Student Records Management
- Training & Assessment

Fees & refunds

The Australian Institute of Flexible Learning will accept a wide range of payment methods through our ANZ E-gate facility including:

- Visa
- MasterCard
- Bankcard
- American Express
- Diners Club
- Direct Debit

Other methods of payment can be organised with prior arrangements including;

- Invoice (government organisations only)
- Personal, Bank or Business Cheque

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 announce the cancellation will be entitled to a full refund of the fees with no administrative charges or penalties.

If a candidate 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 the qualification has commenced, students will not be able to receive a refund.

Exceptions

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

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

Withdrawal must take place prior to the expiration of the qualification

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 Support staff). It can relate to the qualification assessment. The RTO'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 our or your interest for problems to drag out over time.

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.

As an RTO we have 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, training and assessment.

You have to give your permission for us to provide any personal information about you. 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 through our website.

Access and equity

The AIFL has a firm commitment to the principles of Equal Opportunity and aims to protect both prospective students and students already enrolled.

The AIFL Policy states that: *"There shall be no discrimination on the grounds of sex, marital status, pregnancy, parenthood, disability, race religious or political beliefs, age, and sexual preference or HIV status."*

Disabilities

The AIFL has been established to be inclusive by overcoming the barriers of traditional classroom learning. The goal of this policy is to maximise access to, participation in and outcomes from vocational education and training for people with a disability. AIFL is committed to the concept of inclusive practice. Please inform us of any special needs and we will try to ensure that all of your needs are met.

Appeals

It may occur that a student disagrees with an assessment decision, and wishes to appeal the decision. This may occur in any qualification assessment in writing, any written appeals must be lodged within 14 days of your result and can be forwarded to the Course Coordinator in the first instance, Training Provider (the AIFL) or AIFL General Manager complete with:

- The original work submitted
- The grade awarded
- Assessor comments, and

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 obtained either through our website, General Manager or the AIFL Policies & Procedures.

Plagiarism policy

The Australian Institute of Flexible Learning (AIFL) is committed to maintaining academic standards that require the awarding of student grades where the student demonstrates that work submitted for assessment or their participation is in accordance with the guidelines set down for assessments.

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
- The awarding of a failing grade for a unit
- 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. It will be, determined by these stakeholders, if the case warrants more than a warning. If so, 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 form (attached) will be 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 form.

Referencing:

The AIFL requires referencing on all written work submitted using Harvard style.

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 that acknowledges the skills, knowledge and abilities acquired through your previous training, work or life experiences.

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 busy people who have online access and who may not have formal qualifications to verify their experience.

Achieving the qualification 100% online is straightforward.

- Complete the [Expression of Interest \(EOI\)](#) for the qualification you want.
- The AIFL will contact you and request the following documents to support your application:
 - a current CV
 - a current position description
 - copies of relevant qualifications.
- Your course coordinator will review these documents and contact you to determine your suitability for RPL.
- You will be required to nominate three work colleagues (who we refer to as ‘raters’) to assist with your RPL process, using the template provided.
- Once enrolment and payment have been received, you and your raters will be required to undertake an online questionnaire to match your skills, knowledge and abilities with the criteria for your chosen qualification.

Using our innovative **eRecognition** process, our candidates can gain their qualification within a very short period of time. If a gap in skills, knowledge and abilities is identified, we facilitate gap training 100% online to complete the qualification.

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: 100% online RPL by eRecognition **and** 100% online courses with some on-the-job training. Some courses are only available through eRecognition and some are available through both eRecognition and as a full course.

Credit Transfers

The AIFL will advise students that it recognises relevant AQTF qualifications and Statements of Attainment issued by other RTOs and that based on such prior learning credit transfer may apply.

The course coordinator will explore with the learner the extent of prior learning and the existence of AQTF certificates or Statements of Attainment previously awarded to the learner.

Delivery and assessment information

Competency Based Training & Assessment

The AIFL conducts training within a competency based training system. Our Course Coordinators are expected to plan, deliver and assess all training using appropriate competency based strategies.

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

information outlining the units of competence and the requirements of each to be assessed as competent.

Delivery

The AIFL is organised to provide training and assessment predominantly:

- On the job
- Classroom
- 100% RPL using the eRecognition Tool
- Self-paced Learning.

Our learning strategies are developed to suit our students' needs and our capabilities. The Training Delivery and Assessment Plans document how we are planning to conduct our training and assessment.

We deliver to a range of students. Some may be enrolled as trainees or apprentices under a contract. Special requirements may be in place depending on your enrolment status. Each qualification will have a minimum attendance requirement for both online students and local students.

Assessment

In Industry and in the vocational education and training system, Competency Based Training (CBT) provides the basis for measuring performance in a way that is valid, reliable, flexible and fair.

The rationale is that training standards will improve because students/trainees will reach a level that tests competence. Each unit of competence comprises a number of elements and performance criteria. The unit of competence is a skill or knowledge identified in a Training Package.

To achieve competence students must demonstrate their skills and knowledge to Industry Standards in EVERY unit and element.

Conducting Assessments

In each area of study you will be advised of the assessment requirements of the unit or subject. 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

Result Code	Statement of Attainment Description	Explanation
C	Competent	Student assessed & competency achieved. Assessment must be conducted
NYC	Not Yet Competent	Student has engaged in learning activity and has not demonstrated competency

RPL / Exemption Based

Result Code	Statement of Attainment Description	Explanation
RPL	Recognition of Prior Learning	Student has been granted an exemption through a recognition of prior learning process
CT	Credit Transfer	Student has been granted an exemption through a process of credit transfer

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. This is done using the informal review process.
- The student receives a copy of the informal review, which will be kept in the student's file
- If there is no agreement then the matter is brought to the attention of the General Manager, who monitors the implementation of the options agreed on to remedy the situation.
- Within a competency based system all requirements of the qualification or unit of competence 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 RTO General Manager 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 and qualifications

Once you complete all the requirements for your qualification, you are entitled to graduate with a nationally recognised qualification or a statement of attainment. This qualification or statement of attainment is recognised by Registered Training Organisations nationally.

Your certificate will be issued within 28 days of completion of your qualification.

Please contact your course coordinator or the General Manager for further information regarding our Student Management Systems and the issuance of certificates.

Transcripts

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

Training packages

The Australian Training 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 on the student access drive.

Our scope of registration identifies which qualifications we are permitted to issue. This may be checked on the national website www.ntis.gov.au

The key competencies

The key competencies are generic, in that they apply to work in general, rather than to particular occupations or industries. They focus on the application of knowledge and skills in an integrated way in workplace situations. The seven key competencies are:

- 1. Collecting, analysing and organising information**
The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.
- 2. Communicating ideas and information**
The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.
- 3. Planning and organising activities**
The capacity to plan and organise one's own work activities, including making

good use of time and resources, sorting out priorities and monitoring one's performance.

4. Working with others in teams

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a student and working effectively as a member of a team to achieve a shared goal.

5. Solving problems

The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve a desired outcome.

6. Using mathematical ideas and techniques

The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

7. Using technology

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Placement guidelines

Some qualifications require a placement in a workplace for assessments. The qualification 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. 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 placement are expected to wear a white polo shirt and wear the nametag and ID provided at all times. We recommend that you wear your polo shirt with either a navy skirt or pants, black lace up leather sole shoes and stockings or socks. Hair below shoulder length is required to be tied back in any clinical setting.

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 to placement. The health service 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 1st January 2009

Phones

Please do not have your mobile phone on while on placement. You are welcome to use it in the meal breaks.

Incident reporting

We expect you to report any incidents/adverse events by completing an incident report form any time an incident of concern happens. This report should then be given to the General Manager of the AIFL. Please inform your Course Coordinator and your supervisor if an incident or adverse event occurs.

For more information regarding incident/adverse event reporting please contact the AIFL or your course coordinator.

Commonly used terms in vocational education & training

<i>Access and equity</i>	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.
<i>Accreditation</i>	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.
<i>Accredited qualification</i>	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.
<i>ACPET</i>	Australian Council for Private Education and Training - a national body representing the private education and training sector in Australia.
<i>AQTF</i>	Australian Quality Training Framework - the nationally agreed Recognition arrangements for the Vocational Education and Training (VET) sector.
<i>Apprenticeships and Traineeships</i>	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.
<i>Assessment guidelines</i>	An endorsed component of a Training Package which underpins assessment and which sets out the 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.

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 number used to identify a qualification.

Qualification

The module or subject you are actually studying, eg Work with Colleagues and Customers.

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.

Mutual Recognition

This is a feature of the Australian Quality Training Framework which allows a registered training organisation (RTO) registered in one state or territory to operate in another without a further registration process; qualifications and statements of attainment issued by any RTO to be accepted and recognised by all other RTOs, and training packages endorsed by the National Training Framework Committee to be delivered by all RTOs registered to do so.

National module number

The number used to identify a national Unit of Competence, eg THHCOR01A

<i>Nominal hours</i>	The number of hours used to calculate a student's qualification fee.
<i>Program</i>	The qualification you are studying, eg Certificate IV in Hospitality (Food and Beverage Supervision).
<i>Qualification</i>	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.
<i>Recognition of Current Competency (RCC)</i>	See <i>Recognition of Prior Learning</i> . *From AS/NZS ISO 9000: 2000.
<i>Recognition of Prior Learning (RPL)</i>	Recognition of competencies currently held, regardless of how, when or where the learning occurred. Under the Australian Quality Training Framework, competencies may be attained in a number of ways. This includes through any combination of formal or informal training and education, work experience or general life experience. In order to grant RPL, the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standards or outcomes specified in Australian Qualifications Framework accredited qualifications. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from students and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.
<i>RTO</i>	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. *Accredited qualifications* are used instead in industry areas where Training Packages have not yet been developed.

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.

Unit

e.g. Module - Work with Colleagues and Customers, THHCOR01B

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.

Library

Here at the AIFL, we strongly recommend that you become a member of your local library, as this will help you with your study. Below you will find links to all major libraries:

ACT- National Library of Australia <http://www.nla.gov.au>

NSW-City of Sydney Library www.cityofsydney.nsw.gov.au/library/Default

NT-Alice Springs Library <http://www.alicesprings.nt.gov.au/library/>

Darwin <http://www.darcity.nt.gov.au/residents/libraries/librarylocations.htm>

QLD-Brisbane city council Library <http://www.brisbane.qld.gov.au>

SA-Adelaide City Council Library <http://www.adelaidecitycouncil.com.au>

TAS-State Library of Tasmania <http://www.statelibrary.tas.gov.au>

VIC-Melbourne Library <http://www.citylibrary.org.au/homepage.htm>

WA-City of Perth Library <http://www.perth.wa.gov.au>

Access to professional textbooks and references are available using the loan process and these are all catalogued. Students also have access to the Internet, word processing programs. All students can logon under the **Username:** student and the **Password:** RTOlogon00

Students will only be able to access their home drive, which will be the same one for all students.

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

Department of Education and Training (NSW): <http://www.det.nsw.edu.au/>

Office of Training & Tertiary Education (VIC): <http://www.otte.vic.gov.au/>

Commonwealth Department of Education, Science and Training:
<http://www.dest.gov.au/>

Government Department of Employment and Training (QLD):
<http://www.trainandemploy.qld.gov.au>

Training and Adult Education (ACT):

Department of Further Education, Employment, Science and Technology (SA):
<http://www.training.sa.gov.au>

Employment and Training Authority (NT): <http://www.deet.nt.gov.au/training>

Training Support

Training Support Network - information on teaching and training news, resources and curriculum: <http://trainingsupport.ette.vic.gov.au/default.cfm>

Australian Training Products Ltd: (A catalogue site with training materials for sale, including Training Packages, for Vocational Education & Training): www.atpl.net.au

Resource Generator: Resources for the Business Services Training Package that can be downloaded and customised (free!) www.resourcegenerator.gov.au

AESharenet: Allows users to search an expanding online catalogue of more than 5000 learning resources and to licence them online for use: www.aesharenet.com.au

Training [Packages@Work](http://www.tpatwork.com): delivers a newsletter with the latest information on Training Packages. Registration is free: www.tpatwork.com

Vetassess Online Assessment system for TAFE, private RTOs and secondary schools: www.assessit.net

Information about New Apprenticeships and Traineeships: www.nacinfo.com.au

Hints for online learning www.open.uoguelph.ca/resources/skills/hints.html

Industry Bodies

Australian Chamber of Commerce and Industry <http://www.acci.asn.au/>

Australian Council of Trade Union (ACTU) <http://www.actu.asn.au/>

Australian Industry Group <http://www.aigroup.asn.au/>

Automotive Training Australia <http://www.automotivetraining.org.au/>

Business Council of Australia <http://www.bca.com.au>

Business Services Training Australia <http://www.bsitab.org/>

Electrocomms & energy Utilities Qualifications Standards Body of Australia & Lift Skills Australia <http://www.eeqsba.com.au/>

ForestWorks Learning & Skills Development (ITAB) <http://www.fafpesc.com.au/>

Community Services & Health Industry Training Board Victoria <http://www.intraining.org.au/>

Construction Training Australia <http://www.nbcitc.com.au/>

Transport and Distribution Training Australia <http://www.tdtaustralia.com/>

Manufacturing, Skills Australia ITAB <http://www.mersitab.com.au/>

Manufacturing Learning Australia - National Process ITAB <http://www.mlaust.com/>

Health

Department of Human Services www.dhs.vic.gov.au

Commonwealth Department of Health & Ageing www.health.gov.au

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

National Institute of Clinical Studies www.nicsl.com.au

Copyright

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

Australian Copyright Council www.copyright.org.au

Legal

Victorian Web Addresses:

Victorian Legislation and Parliamentary Documents <http://www.dms.dpc.vic.gov.au/>

Law Institute of Victoria <http://www.liv.asn.au/>

Legal On Line <http://www.legalonline.vic.gov.au/>

Industrial Relations Victoria <http://www.irv.vic.gov.au/>

Commonwealth Web Addresses:

Commonwealth Department of Health & Ageing www.health.gov.au

Australasian Legal Information Institute <http://www.austlii.edu.au/>

Australian Workplace <http://www.workplace.gov.au/>

Department of work <http://www.dewr.gov.au/>

OSIRIS <http://www.osiris.gov.au/index.html>

Parliament of Australia <http://www.aph.gov.au/>

SCALEPlus Home <http://www.scaleplus.law.gov.au/>

Wagenet <http://www.wagenet.gov.au/>

ATO Legal Database <http://law.ato.gov.au/atolaw/index.htm>

ATO - Welcome to Tax Reform <http://www.taxreform.ato.gov.au/>

Federal Government Entry Point <http://www.fed.gov.au/KSP>

Other

Parents Returning to Earning <http://www.parentsreturntowork.net.au>

Centrelink <http://www.centrelink.gov.au>

Rural Health Education Foundation <http://www.rhef.com.au>

Understanding of this handbook

By 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. Once course fees have been received the Australian Institute of Flexible Learning agrees to:

- a. Enrol you in the course you have chosen
- b. Confirm your enrolment via email
- c. Grade your assignments
- d. Answer all queries about your course in a timely manner.

I have read and understand this Student Handbook.

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 customer service 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