



National Provider Code 31228

**Nationally Recognised Courses
STUDENT HANDBOOK**

**30889QLD Certificate IV in TESOL
&
30890QLD Diploma of TESOL**

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WELCOME

Welcome to the Australasian Training Academy.

This is the start of an exciting new journey in Teaching English as a Second Language (TESOL). A TESOL qualification is your passport to travelling the world and being paid to do it. You can enjoy the advantage of employment opportunities in over 80 destinations around the world (visas permitting).

This handbook will assist you in learning more about the programs provided by Australasian Training Academy and course requirements. It will provide you with an overview of study methods, resources and assessments.

Australasian Training Academy is a privately owned education and training organisation with Head Office located in Brisbane. Australasian Training Academy was established in 2005. It is a Registered Training Organisation (National Provider Code 31228) providing Nationally Recognised Courses. We are part of the Vocational Education and Training (VET) sector providing competency-based training. We are also associated with the Australian Council of Private Education and Training (ACPET).

The Academy has successfully graduated over 3000 TESOL teachers. The ongoing success of our company depends on our staff and their commitment to you, our students. Therefore the most important part of our business is your success.

We hope you enjoy studying with us and we look forward to assisting you on your TESOL adventure.

Travel globally, live fully.



Marie Parnell
Managing Director
Australasian Training Academy

1. EDUCATIONAL STANDARDS

Australasian Training Academy maintains a learning environment that is highly conducive to the success of students. We have the capacity to deliver the nominated courses, provide excellent training materials and use contemporary and interactive teaching methods. Our staff are vibrant, well trained and highly skilled and have many years of English language teaching experience. TESOL is a dynamic industry, and at ATA we are committed to constantly improving the course, our learning resources, and the learning outcomes of our students.

2. STUDENT ENROLMENT

Enrolment of students will be conducted at all times in an ethical and responsible manner consistent with the requirements of the Training Programs.

Before enrolling, students will be given a copy of this handbook in order to familiarise themselves with the course structure.

After registering for a Nationally Recognised course, students will be required to complete the Enrolment Form for Nationally Recognised Training and send it to us at the Australasian Training Academy. On this form students are required to confirm that they have read and understood all of the information contained in this handbook.

3. REGISTRATION AND ENROLMENT PROCESS

- (1) When an enquiry about Nationally Recognised Courses (NRC) with Australasian Training Academy is made, a copy of the NRC student handbook is sent to the interested party together with an information pack.
- (2) A registration form for the relevant course is completed by the student and payment is made for the course.
- (3) The Australasian Training Academy will send login details to the student. This will give the student full access to the Australasian Training Academy (ATA) resources and online course materials.
- (4) Students will complete the Enrolment Form for Nationally Recognised Training and send the form to the Australasian Training Academy. **Note: No assessments can be marked until this enrolment form is completed and sent in.**

4. FEES AND REFUNDS

Course fees are included in the information pack which is sent out when you make contact with ATA.

A \$200 registration fee (**non-refundable**) secures your place on a course.

Australasian Training Academy cannot accept responsibility for changes in your personal circumstances. Please choose your course carefully as refunds will only apply as outlined on our refund policy statement.

TIME LIMITS

- You are required to complete the Course within two years from the Enrolment Date.
- Once your course has expired you can apply for a refresher course and a fee will be charged.

REFUND POLICY STATEMENT

The policy of Australasian Training Academy is at all times to be fair and equitable to all students.

Should the college cancel a course or subject, a full refund will be offered to the student, or the student may agree to the college retaining this money for the next available course or securing a place in another course. Please note:

- (1) The registration fee of \$200 is non-refundable under any circumstances.
- (2) If the student withdraws 30 days or more prior to course or unit of competency commencement and has not received a username, password or any written study materials, 90% of the tuition fees (less registration fee) will be refunded.
- (3) If the student withdraws less than 30 days prior to course or unit of competency commencement and has not received a username, password or any written study materials, 50% of tuition fees (less registration fee) will be refunded.
- (4) Fees shall be paid in advance for each course and no refunds will be made once a username and password have been issued or study materials for a course have been sent.

PAYMENT PLANS

Payment plans are available to you for paying the cost of your course off over the duration of the course. Please speak with the course administration staff if you wish to find out more about our payment plan options.

Payments are to be made as agreed in advance. Should you fall behind or be unable to pay your remittance, you will need to complete a "deed of arrangement" with the college administrator.

No certificates can be issued unless full payment has been received.

5. CODE OF PRACTICE FOR OPTIONAL 5 DAY COURSE

Australasian Training Academy has a commitment to high standards in the provision of Vocational Education and Training (VET) and other services.

FLEXIBLE DELIVERY

Our TESOL courses are delivered through a blended learning approach. This means that there is a combination of an optional trainer-led face to face workshop (in-class session), as well as self-paced study using written materials provided by us and your own personal research. You have the choice of accessing the learning materials by downloading them straight from our website, or in print form through the mail, whichever suits your personal style of learning.

HOURS OF STUDY

In both the Certificate IV in TESOL and the Diploma of TESOL programs, there are components of optional classroom based training and self-paced personal study and assessments. The course outline will explain this more. If you choose to attend one of our dynamic in-class sessions your punctuality is greatly appreciated as there is a lot of work to get through condensed into a relatively short period of time.

INABILITY TO ATTEND CLASSES

If you are unable to attend a class due to illness or other unpreventable circumstances, please contact the college or your trainer prior to the scheduled class commencement time if at all possible. Any absence may result in you having to attend a later in-class session.

DRESS CODE and GENERAL APPEARANCE

Being a TESOL teacher is a professional occupation and therefore smart casual clothing is considered the minimum standard. Please be conscious of your appearance at all times when attending face to face sessions with ATA staff.

MOBILE PHONES

Please turn off mobile phones and pagers during training sessions. If you need to use your mobile phone for an emergency, please speak to the trainer before the session for special consideration. In emergencies, please excuse yourself from the class during training sessions. Mobile phones can be used outside the training room during breaks.

TRAINING ROOM FACILITIES

Our training rooms are pleasant and comfortable learning environments, and are equipped with:

- adequate ventilation, heating/cooling to maintain a temperature at which people can work for sustained periods
- comfortable chairs, designed for use over a sustained period
- adequate lighting for normal viewing, writing and reading, but avoidance of glare, brightness and competing visual stimuli
- tables that are suitable for writing, and which do not cramp participants for space

- clear sight and hearing from all parts of the room to the point of presentation
- appropriate audio visual equipment
- provision for making hot drinks and preparing light snacks
- toilet facilities

DISCIPLINE

In order to maintain a safe and respectful working environment for both staff and students there are a number of basic rules to be observed whilst training with Australasian Training Academy. Students are expected to comply with all reasonable requests and requirements made by staff of Australasian Training Academy. Also please note that:

- Students will not attend class whilst under the influence of alcohol or any drugs
- Any form of discrimination (sexual, racial etc), bullying, harassment or any excessive obscene, offensive or insulting language or behaviour, will not be tolerated
- Students are expected to be courteous to fellow students, staff and members of the public at all times
- Disruptive behaviour will not be tolerated
- The breaking of any state or federal law will be reported to the relevant authority (e.g. stealing, damaging property, assault, etc).

SANCTIONS

Australasian Training Academy acknowledges that if these 'Code of Practice' obligations and regulatory requirements are not met, its registration as a training provider may be withdrawn.

6. STUDENT COMPLAINTS AND APPEALS

Australasian Training Academy has established a fair and equitable process for dealing with student complaints and appeals. In the event complaints cannot be resolved internally, Australasian Training Academy will advise students of the appropriate legal body where they can seek further assistance. Full details are available upon request in the "Complaints Policy and Procedure" document.

COMPLAINTS PROCEDURE

In the event of a complaint:

- Try to resolve the problem with the person concerned, or
- Seek the assistance of your trainer, online support person or other staff member with whom you feel comfortable, or
- Consult the administrative staff for assistance, or
- Consult the director or deputy director, or
- Seek arbitration by a third party acceptable to all parties to the complaint.

If the complaint is still unresolved, Australasian Training Academy will advise you of external organisations to which you can appeal.

ASSESSMENT

Students at ATA are assessed in a Competency Based Training mode and must

satisfactorily complete all assessment items to be rated as competent in a subject or unit.

There are no set time limits for the completion of individual assessments.

Submission of all assessments is valid for two years from the date of registration. The nominal delivery period shown in Section 7, Course Information, should be used as a guide for it is in the best interests of both the student and the Academy that the course is completed in a timely manner.

REQUEST FOR RE-EVALUATION (NOT RE-ASSESSMENT)

If a student is not satisfied with the result (outcome) for any summative assessment, a re-evaluation may be requested. The request must be submitted in writing within 15 working days of the date of the assessment result being supplied to the students.

A re-evaluation will consist normally of double-checking the assessment marking by a different assessor to ensure that:

- Marking is fair, and
- No aspects have been overlooked.

Note 1. This is a re-evaluation (i.e. a re-mark of the original assignment/s), not a re-assessment (i.e. not submitting completely new assignments). The result after re-evaluation will stand as the student's result, regardless of whether the outcome is in the student's favour or not.

Note: 2. If a student is deemed to be "not yet competent" they will be given further opportunity to re-submit assignments until they are deemed to be "competent". (See Section 8, Flexible Learning and Assessment Procedures)

Note: 3. Students will be notified of the result of their appeal within 15 working days of receipt of the written request for a re-evaluation.

APPEALING THE RESULT OF ASSESSMENT

Any student who has grounds for believing that he/she has been unfairly assessed or has grounds for special consideration, may appeal the result of the assessment. All appeals must be submitted in writing within 15 working days of the date of the result of the assessment being supplied to the student.

In the first instance such concerns should be raised with the relevant assessor.

If still dissatisfied following discussion with the assessor, the student may lodge a formal appeal with the Managing Director seeking:

- (i) a review of the result of the assessment,
- (ii) a partial re-assessment, or
- (iii) a full re-assessment.

The original assessor will not generally conduct a review or re-assessment granted as a result of a successful appeal. Students will be notified of the result of their appeal within 15 working days of receipt of the written request for a re-evaluation.

GUARANTEE

Australasian Training Academy will honour all guarantees outlined in our Codes of Practice.

7. COURSE INFORMATION



FEE STRUCTURE

Details of fees are supplied separately. For Certificate IV in TESOL and Diploma of TESOL courses, Austudy, Abstudy and Youth Allowance are available through Centrelink. Please speak with the college administrator to request a funding letter for you to submit to your Centrelink case officer.

COURSES CURRENTLY OFFERED

Name of RTO	Australasian Training Academy Pty Ltd				
Code & title of qualification	30889QLD Certificate IV in TESOL				
Delivery Period	580 hours or approximately 29 weeks nominally (at 20 hours of study per week) - combines home study and internet research with an optional 5 day in-class.				
Course structure	The Certificate IV in TESOL course comprises 12 core units of competency.				
Assessment methods	Assessment codes: A = develop an activity or lesson plan B = essay or written assignment C = multiple choice or short answers D = practical exercise				
		Methods of assessment			
		Theory			Prac
Core Units	TESOL Units (compulsory)	A	B	C	D
QLD244KTR01B	Develop TESOL knowledge and teaching roles		✓	✓	
QLD244TTM02B	Develop TESOL teaching methodology		✓	✓	
TAADEL401B	Plan and organise group based delivery	✓	✓	✓	
QLD244PTS06B	Formulate a personal philosophy of teaching statement		✓	✓	
QLD244DLS07B	Develop listening skills in TESOL	✓	✓	✓	✓
QLD244DSS09B	Develop speaking skills in TESOL	✓	✓	✓	
QLD244DRS10B	Develop reading skills in TESOL	✓	✓	✓	
QLD244WSP13B	Develop writing skills, spelling and punctuation in TESOL	✓	✓	✓	✓

QLD244GVK11B	Develop grammar and vocabulary knowledge in TESOL	✓	✓	✓	
QLD244AVT05B	Plan lessons using audio-visual techniques and information technology in TESOL	✓	✓	✓	✓
QLD244PDA12B	Plan and develop student assessment materials	✓	✓	✓	✓
QLD244PTT23B	Private tutoring in TESOL	✓	✓	✓	✓
Clients	<ul style="list-style-type: none"> o Existing teachers as part of a Professional Development program, especially teachers who want to teach locally in TESOL. o Informal TESOL teachers who have some overseas teaching experience but no formal qualifications. o People who wish to do private tuition or volunteer TESOL teaching locally. o People wanting to work overseas and get paid to travel. 				
Language, Literacy and Numeracy Requirements	<p>If it is identified that the student may find it difficult to complete the course with their existing skill levels, a number of options may be offered including referral to another RTO or service offering specialised diagnostic and corrective services (See Nationally Recognised Course Student Handbook, Section 11, "Language and Literacy Requirements").</p> <p>International students undertaking these courses are required to have a score of at least 5.5 in the International English Language Testing System (IELTS).</p>				
Pathways	<p>The Certificate IV in TESOL will assist in gaining employment as an ESOL teacher or tutor in Australia and overseas. Note, however, that to teach in Australia, additional professional teaching qualifications and/ or TESOL experience are usually required.</p> <p>The Certificate IV in TESOL is a mandatory requirement for the Diploma of TESOL.</p>				
Blended Learning	The course is available with a combination of an optional 5 day in-class orientation course and self-paced private learning.				
RPL	Recognition of Prior Learning (RPL) may be possible for parts of the course or the entire course. Units of competency from past qualifications or work experience will be analysed and matched against the aforementioned units of competency.				
Industry Consultation	The CEO and directors of the college consult with industry professionals regularly. They travel overseas to meet government agencies, schools and recruiters to determine industry needs. This analysis is then used to develop ATA courses. Regular industry consultation ensures that courses are up to date and meet the needs of both ATA students and overseas schools and recruiters.				

<p>Infrastructure requirements</p>	<p>All staff (including full time, part time and contractors) involved in the delivery and assessment of this qualification have direct access to the current version of the nationally recognised course. They also have access to print and electronic copies of assessment tools and trainer and assessor support materials.</p> <p>ATA has reviewed the equipment and facility requirements for each unit of competency in the qualification and will provide the necessary equipment to implement the in-class component of the course.</p> <p>Students choosing the online option for study should have access to a computer, a reliable internet connection and email.</p>
<p>Validation and moderation</p>	<p>Assessments are validated in a number of ways thus ensuring the reliability of the assessment tasks and sufficiency of evidence.</p> <p>Principles of assessment are:</p> <ul style="list-style-type: none"> • validity • reliability • flexibility • fairness <p>Rule of evidence are:</p> <ul style="list-style-type: none"> • validity • sufficiency • currency • authenticity <p>Evidence requirements for individual assessments are developed in-house through a validation and moderation process by qualified assessors and TESOL tutors.</p> <p>All assessments submitted for marking are marked by a suitably qualified assessor and TESOL tutor to ensure the required benchmarks are addressed.</p> <p>Consistency in marking is achieved through in-house moderation as required. Assessor meetings take place between key assessors within the organisation. At these meetings, selected assessments are checked to ensure that the requirements of the corresponding units of competency are addressed. These meetings examine the process of assessment (timing, sequencing, instructions to students) and the alignment between the assessment tasks and the criteria within each unit.</p>
<p>Delivery and Assessment Arrangements</p>	<p>Delivery</p> <p>The Certificate IV in TESOL program is delivered through a blended learning approach. Students can choose to attend an exciting and highly interactive optional 5 day in-class orientation course in addition to the self-paced private study.</p> <p>The program is self-paced with flexible entry. Study timetables and flexible assessment submission requirements</p>

	<p>allow students to complete their studies in a time frame that suits them best. Student learning resource manuals are provided but at Certificate IV level there is also an expected element of personal research via the internet and personal reading.</p> <p>Assessment</p> <p>Students are assessed in a Competency Based Training mode and must satisfactorily complete all assessment tasks to be assessed as competent in a unit. Participants will be informed at the commencement of the course of the types of assessments they must complete during the course.</p> <p>Theory or written assessments are submitted to head office in Brisbane either by email or post. They are marked by experienced TESOL trainers and assessors and returned to students with constructive feedback comments.</p> <p>There are no set time limits for the completion of individual assessments, however, all assessments must be submitted within two years of the date of registration.</p>
Reading	<p>Students should read the NRC Student Handbook, Section 7 'Course information' and Section 8 'Flexible learning and Assessment procedures' upon enrolment. Then read through the TESOL Training Manual prior to attending the optional 5 day in-class orientation course or before attempting any written assessments.</p> <p>A separate student resource book is also available for unit 23B. In addition, students are encouraged to read appropriate ESOL textbooks and browse ESOL web sites on the internet. A 'Useful websites list' and a 'Book list' for recommended reading is available for students in the 'Teacher Resources' section of the ATA website.</p>
5 day in-class Orientation Course (Optional)	<p>The 5-day in-class orientation course is a great way to become familiar with the content and context of TESOL. Although it is not compulsory, it is highly recommended that students include this mode of learning in their learning program.</p> <p>It is an intensive orientation to TESOL methodology and the principles of second language acquisition, and includes essential TESOL components such as: approaches and techniques; lesson planning; the development of learning activities; and an introduction to the four language skills. In addition, it presents an exciting opportunity to plan, prepare and deliver a 15-minute presentation lesson.</p> <p>Students will be guided through these activities step by step in a stimulating yet comfortable learning environment by one of our well qualified and highly experienced TESOL trainers.</p> <p>Whilst it is beneficial to complete this orientation course prior to starting the written assessments, students may choose to attend any one of the courses around Australia that suits their location and learning schedule.</p>
Core TESOL Unit	Students must complete assessments for the 12 core TESOL

Assessments	units of competency. Assessments will include multiple-choice quizzes, short written answers and essays, and practical tasks. In addition, researching and developing learning activities and resources, and the preparation of lesson plans, will allow students to demonstrate application of their theoretical knowledge.
Practical Components	There are 5 Certificate IV units which have a practical component to be completed. Please see Section 9 of this handbook for more information.

Name of RTO	Australasian Training Academy Pty Ltd				
Code & title of qualification	30890QLD Diploma of TESOL				
Delivery Period	930 hours or approximately 46 weeks nominally (at 20 hours of study per week) - combines home study, internet research, and a 10-hour teaching practicum – with an optional 5 day in-class orientation course.				
Course structure	The Diploma of TESOL course comprises 12 core units from the Certificate IV in TESOL, plus 6 core specialization units.				
Assessment methods	Assessment codes: A = develop an activity or lesson plan B = essay or written assignment C = multiple choice or short answers D = practical exercise				
		Methods of assessment			
		Theory			Prac
Core Units	TESOL Units (compulsory)	A	B	C	D
TAACMQ503B	Lead and conduct training and/or assessment evaluations	✓	✓	✓	
QLD245TEC14B	Prepare and teach English to children	✓	✓	✓	✓
QLD245TEA15B	Prepare and teach English to adolescents	✓	✓	✓	✓
QLD245TEA16B	Prepare and teach English to adults	✓	✓	✓	✓
QLD245PIE17B	Prepare students for the IELTS exam	✓	✓	✓	✓
QLD245TBE18B	Prepare and teach Business English	✓	✓	✓	✓
Clients	<ul style="list-style-type: none"> ○ Existing teachers as part of a Professional Development program, especially teachers who want to teach or tutor locally in TESOL, or are seeking higher level supervisory positions. ○ Informal TESOL teachers who have some overseas teaching experience but no formal qualifications. ○ People wanting to work overseas and get paid to travel. 				
Language, Literacy and Numeracy Requirements	If it is identified that the student may find it difficult to complete the course with their existing skill levels, a number of options may be offered including referral to another RTO or service offering specialised diagnostic and corrective services. (See Section 11. Language and Literacy				

	<p>Requirements)</p> <p>International students undertaking these courses are required to have a score of 5.5 in International English Language Testing System (IELTS).</p>
Pathways	<p>The Certificate IV in TESOL is a mandatory requirement for the Diploma of TESOL.</p> <p>The Diploma of TESOL will assist in gaining employment as an ESOL teacher or tutor in Australia and overseas. Note, however, that to teach in Australia, additional professional teaching qualifications and/ or ESOL teaching experience are usually required.</p> <p>The Diploma of TESOL may be recognised by some tertiary institutions for credit towards some undergraduate and postgraduate qualifications.</p>
Blended Learning	<p>The course is available with a combination of: an optional 5 day in-class orientation course; self-paced private learning either online or by correspondence; and a ten hour Teaching Practicum.</p>
RPL	<p>Recognition of prior learning (RPL) may be possible for parts of the course or the entire course. Units of competency from past qualifications or work experience will be analysed and mapped to the aforementioned units of competency.</p>
Industry Consultation	<p>The CEO and directors of the college consult with industry professionals regularly. They travel overseas to meet government agencies, schools and recruiters to determine industry needs. This analysis is then used to develop ATA courses. Regular industry consultation ensures that courses are up to date and meet the needs of both ATA students and overseas schools and recruiters.</p>
Infrastructure requirements	<p>All staff (including full time, part time and contractors) involved in the delivery and assessment of this qualification have direct access to the current version of the nationally recognised course. They also have access to print and electronic copies of assessment tools and trainer and assessor support materials.</p> <p>ATA has reviewed the equipment and facility requirements for each unit of competency in the qualification and will provide the necessary equipment to implement the in-class component of the course.</p> <p>Students choosing the online option for study should have access to a computer, a reliable internet connection and email.</p>
Validation and moderation	<p>Assessments are validated in a number of ways thus ensuring the reliability of the assessment tasks and sufficiency of evidence.</p> <p>Principles of assessment are:</p> <ul style="list-style-type: none"> • validity • reliability • flexibility

	<ul style="list-style-type: none"> • fairness <p>Rule of evidence are:</p> <ul style="list-style-type: none"> • validity • sufficiency • currency • authenticity <p>Evidence requirements for individual assessments are developed in-house through a validation and moderation process by qualified assessors and TESOL tutors.</p> <p>All assessments submitted for marking are marked by a suitably qualified assessor and TESOL tutor to ensure the required benchmarks are addressed.</p> <p>Consistency in marking is achieved through in-house moderation as required. Assessor meetings take place between key assessors within the organisation. At these meetings, selected assessments are checked to ensure that the requirements of the corresponding units of competency are addressed. These meetings examine the process of assessment (timing, sequencing, instructions to students) and the alignment between the assessment tasks and the criteria within each unit.</p>
<p>Delivery and Assessment Arrangements</p>	<p>Delivery</p> <p>The Diploma of TESOL program is delivered through a blended learning approach. Students can choose to attend an exciting and highly interactive optional 5 day in-class orientation course in addition to the self-paced private learning. Help will also be given to students to organise their Teaching Practicum.</p> <p>The program is self-paced with flexible entry, study timetables and assessment submissions, allowing students to complete their studies in a time frame that suits them best. Student learning resource manuals are provided and at the Diploma level there is also an expected commitment to personal research via the Internet and personal reading.</p> <p>Assessment</p> <p>Students are assessed in a Competency Based Training mode and must satisfactorily complete all assessment tasks to be assessed as competent in a unit. Participants will be informed at the commencement of the course of the types of assessments they must complete during the course.</p> <p>Theory or written assessments are submitted to head office in Brisbane either by email or post. They are marked by experienced TESOL trainers and assessors and returned to students with constructive feedback comments.</p> <p>There are no set time limits for the completion of individual assessments, however, all assessments must be submitted within two years of the date of registration. Extensions due to unforeseen circumstances may be granted, and will be decided on a case by case basis.</p>
<p>Reading</p>	<p>Students should read the NRC Student Handbook, Section 7</p>

	<p>'Course information' and Section 8 'Flexible learning and Assessment procedures' upon enrolment. Then read through the TESOL Training Manual prior to attending the optional 5 day in-class orientation course or before attempting any written assessments.</p> <p>Separate student resource books are also available for the Certificate IV in TESOL unit 23B and the Diploma of TESOL units 14B, 15B, 16B, 17B, and 18B. In addition, students are encouraged to read appropriate ESOL textbooks and browse ESOL websites on the internet.</p> <p>A 'Useful websites list' and a 'Book list' for recommended reading is available for students in the 'Teacher Resources' section of the ATA website.</p>
<p>5 day in-class Orientation Course (Optional)</p>	<p>The 5-day in-class orientation course is a great way to become familiar with the content and context of TESOL. Although it is not compulsory, it is highly recommended that students include this mode of learning in their learning program.</p> <p>It is an intensive orientation to TESOL methodology and the principles of second language acquisition, and includes essential TESOL components such as: approaches and techniques; lesson planning; the development of learning activities; and an introduction to the four language skills. In addition, it presents an exciting opportunity to plan, prepare and deliver a 15-minute presentation lesson.</p> <p>Students will be guided through these activities step by step in a stimulating yet comfortable learning environment by one of our well qualified and highly experienced TESOL trainers.</p> <p>Whilst it is beneficial to complete this orientation course prior to starting the written assessments, students may choose to attend any one of the courses around Australia that suits their location and learning schedule.</p>
<p>Core TESOL Unit Assessments</p>	<p>Students must successfully complete all assessments in the 12 core units of competency for the Certificate IV in TESOL, and the 6 core units of competency for the Diploma of TESOL. Assessments will include multiple-choice quizzes, short written answers and essays, and other tasks to cover the theory requirements of the program. In addition, researching and developing learning activities and resources, and the preparation of lesson plans, will allow students to demonstrate application of their theoretical knowledge.</p>
<p>Teaching Practicum</p>	<p>Students will organise their own 10-hour Teaching Practicum to complete the practical requirements for each Diploma unit. See Section 9 for more details.</p>

8. FLEXIBLE LEARNING AND ASSESSMENT PROCEDURES

MODE OF DELIVERY AND ASSESSMENT

The Australasian Training Academy offers TESOL courses through a blended delivery of:

- an optional 5-day in-class orientation course;
- Online study materials and assessments
- Practical assessments (Certificate IV) and Teaching Practicum assessments (Diploma students)

1. Read through the ATA TESOL Training Manual.
2. Learning and assessment materials can be accessed either online or through printed manuals. All Learning Resources and Student Assessment Workbooks can be downloaded from the website and worked through at your own pace. Please contact the office administrator if you would like to purchase printed versions.
3. Assessments for each Unit of Competency should be completed in the order set out in Section 7, 'Course Information'. **It is recommended that each unit be submitted for assessment as soon as it is completed.** You can then get on with the next unit whilst waiting for the result and feedback. Note: for self-paced study you should aim to complete one unit every two weeks or so, though this does, of course, depend entirely on your personal circumstances.
4. There are some practical tasks in the Certificate IV in TESOL assessments, and there is a 10-hour Teaching Practicum requirement for the Diploma of TESOL. See the information below on 'Practical Assessments' for further details.
5. All assessments should be submitted for marking by email to nrc@ataonline.edu.au or to our Brisbane postal address. Results and feedback will be sent to your email address within 15 working days. **To save paper, postage, and handling and to facilitate record keeping and storage we strongly urge students to submit assessments by email.**
6. On successful completion of all assessments, your TESOL Qualification will be issued together with a 'Statement of Results' (SoR). The SoR is your transcript which documents all the units of competency that make up your qualification.

Course Support

For support at any stage of the program please contact one of our friendly tutors via email at: nrc@ataonline.edu.au

COMPETENCY BASED TRAINING

Competency based training is a key feature of the VET sector. The major emphasis of a competency-based system is on what an individual **can do** as a result of training.

The traditional approach to training was not seen as appropriate, with its emphasis on the completion of a particular course over a set time; nor were the courses seen as being based on real workplace requirements. It was considered that the competency-based approach to training would provide delivery, assessment and certification of training which would relate to the demonstration of the skills, knowledge and attitudes and their application to effective performance in the workplace.

The concept of competency thus focuses on what a person is expected to do in the workplace rather than on the learning process. It also embodies the ability to transfer and apply Employability skills, knowledge and attitudes and their application to effective performance in the workplace. This is a broad concept of competency in that all aspects of work performance are included and not just narrow task skills.

One of the most important characteristics of competency based training is that it is focused on training individuals for actual jobs in the workplace. The training, therefore, has relevance to the individual and thus serves as a major incentive.

In competency based training the emphasis is on:

- identifying what people need to do in their jobs
- identifying what they need to know to do their job
- indicating clearly the standard of performance required in the job by the industry or enterprise
- indicating how, when, where and by whom assessment will occur.

Assessments will be marked either 'competent' (C) or 'not yet competent' (NYC). If a student is deemed to be 'NYC' they will be given further opportunity to re-submit assignments until they are deemed to be 'competent'. How much time and how many re-submissions are allowed will be negotiated with the assessor at the time of the assessment.

9. PRACTICAL ASSESSMENTS

Certificate IV

Certificate IV students are not required to do a Teaching Practicum, however there are five practical tasks that need to be completed.

The practical tasks are as follows:

- Apply a technique using Total Physical Response (Unit 07B)
- Apply a technique incorporating writing/spelling instruction (Unit 13B)
- Make adjustments to assessment to suit student needs. (Unit 12B)
- **Teach a lesson incorporating audio visual materials** (Unit 05B)
- **Teach a private tutoring session** (Unit 23B)

The first three practical requirements (for Units 07B, 13B and 12B) can be addressed in the practical lessons required for Units 05B and 23B.

Ideally practical tasks should be observed by a TESOL teacher/tutor who may supervise with the guidance of an ATA trainer/assessor. If this is not possible the practical sessions should be recorded on video or audio and the recording submitted to ATA. It is best to save any audio or video files onto a DVD and post this to us as the files can become quite large. There are free recording programs that can be downloaded for use through your computer. Please see the instructions on using '**Audacity**' and at the end of this section.

When planning and teaching the practical lessons follow this checklist to ensure all practical requirements have been completed.

- A **lesson plan** is completed for the session using the **ATA lesson plan format**.
- The lesson plan is age, level and interest appropriate and relates to the **specific students' needs**.
- An activity incorporating **writing** is used in the lesson.
- An activity incorporating **Total Physical Response** is incorporated in the lesson.
- Lesson activities reflect an understanding of the **principles of private tuition**. (Unit 23B only)
- The lesson plan contains **a follow-up task that is an assessment activity** based on the lesson objectives.
- **A self evaluation of the lesson** is completed with comment on the lesson outcomes, effectiveness of the activities, and any adjustments made to the activities to suit the student's abilities.
- **Feedback** from the students and/or supervising management is submitted.
- Copies of all **resources** used in the lesson are submitted.
- A copy of the **students' work** from the lesson is submitted.
- A specific student feedback form is developed and used. (Unit 23B only)

Suitable venues at which to complete these practical tasks include, but are not restricted to:

- The school at which you are currently teaching
- If you are not currently teaching ESOL students you could approach a local community group that offers free English lessons. There are many such organisations throughout Australia which are usually happy to have volunteer English teachers work with their members. These include churches and religious groups, and migrant and other community organisations offering free English lessons.
- Your own location (your local library may have a room you could use) where you can assemble a student or students who want a free English lesson. You can find suitable students by visiting local English Language schools, colleges and universities, or appropriate community organisations.

If you are working with children for some of the practical tasks you may need to undergo a '**Working with children check.**' Contact ATA to obtain an application form for a '**Blue Card**' through the Commission for Children and Young People. Cards are issued free to volunteers and students, but you need to check with your state organisation and the particular institution or school regarding requirements.

Professional teachers and other students may be eligible for **RPL** for the practical tasks however written assessments will still be required.

Diploma of TESOL

Diploma Students need to complete a **10 hour Teaching Practicum (TP)**. This can be completed in one school or a number of different locations depending on your circumstances.

As part of the Teaching practicum, students are required to plan and teach a lesson for children, adolescents, adults, IELTS preparation and Business English. These lessons can be completed at the end of each unit or all together at the end of the course.

The practical requirements for the Diploma Units are as follows;

- Teach a lesson to children incorporating the use of games, songs and art and craft techniques (Task 6, Unit 14B)
- Teach a lesson to adolescent students incorporating the use of music, songs and/or video resources (Task 5, Unit 15B)
- Teach a lesson to adults (Task 5, Unit 16B)
- Teach a lesson to prepare students to take the IELTS test (Task 5, Unit 17B)
- Teach a lesson to adult Business English students (Task 6, Unit 18B)

Students are responsible for organising their own TP with actual ESOL students. ATA will provide guidance and suggestions for organising your practicum.

A minimum of 6 hours should be supervised, face-to-face teaching time, Four hours maybe observation and preparation time (for which notes can be submitted as evidence).

Ideally the TP should be supervised by a teacher/trainer who holds a minimum of Certificate IV in TESOL and Certificate IV in Training and Assessment. Failing

this, a teacher/trainer without these qualifications may supervise with the guidance of an ATA trainer/assessor, and all teaching sessions should be recorded on video or audio and submitted as evidence.

Teaching Practicum Lesson observation forms and evaluation forms will be supplied by ATA. Please email us at nrc@ataonline.edu.au to request these forms before commencing your practicum.

A portfolio of evidence for the Teaching Practicum must be submitted and include copies of;

- **Lesson observation notes**, stating the date and time of the lessons.
- A **teaching timetable** indicating information such as date, time and place of lessons, and age and level of students.
- **Lesson plans** used for each session
- Your own **self evaluation** for each session (2-3 sentences)
- **Supervising teacher's** completed lesson **observation and evaluation forms**
- **Feedback from the students** for each session (1-3 sentences)

If a student wishes to vary this procedure they should contact their Diploma of TESOL assessor to discuss their proposed amendments.

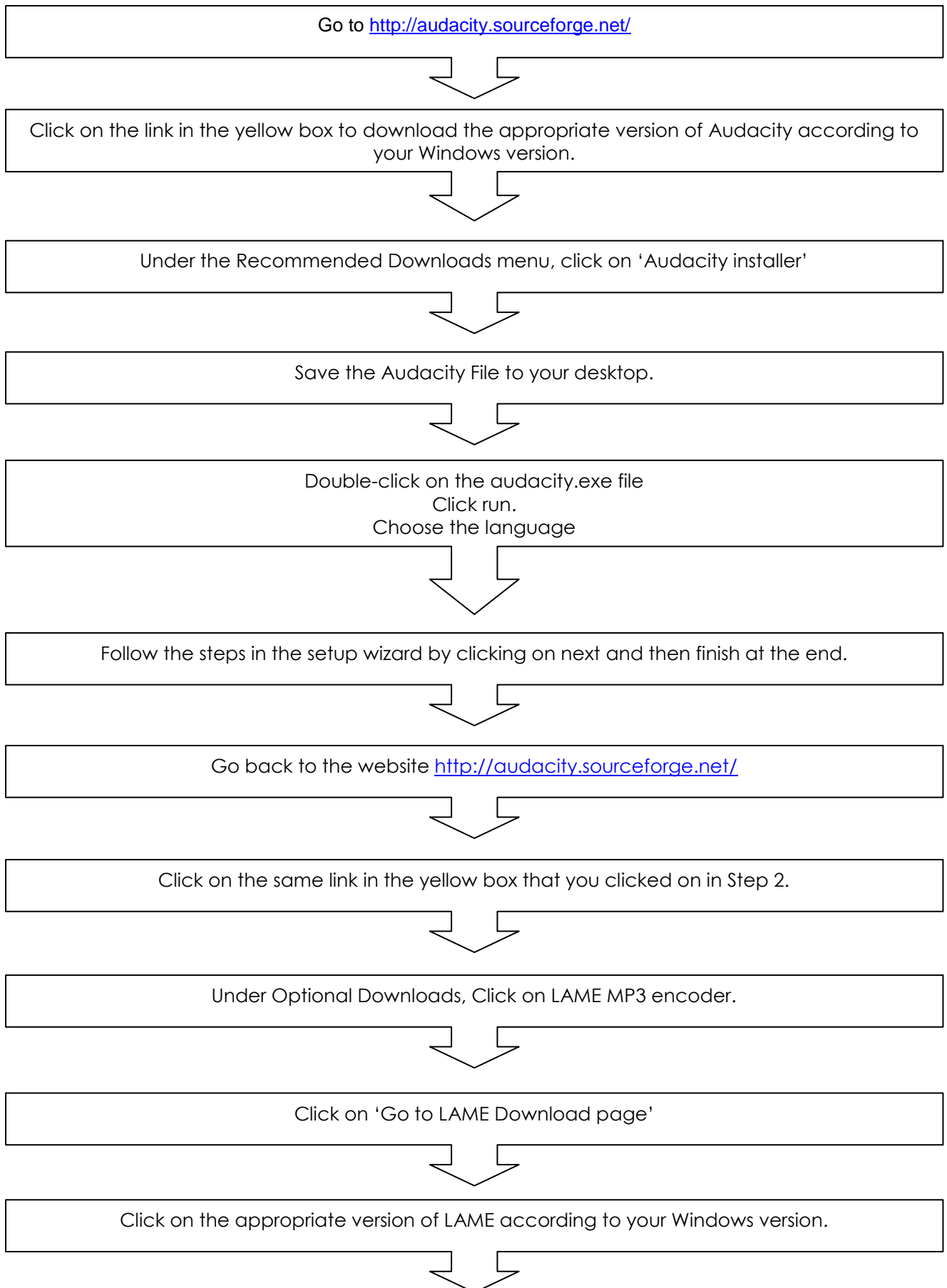
Suitable venues at which to complete these practical tasks include, but are not restricted to:

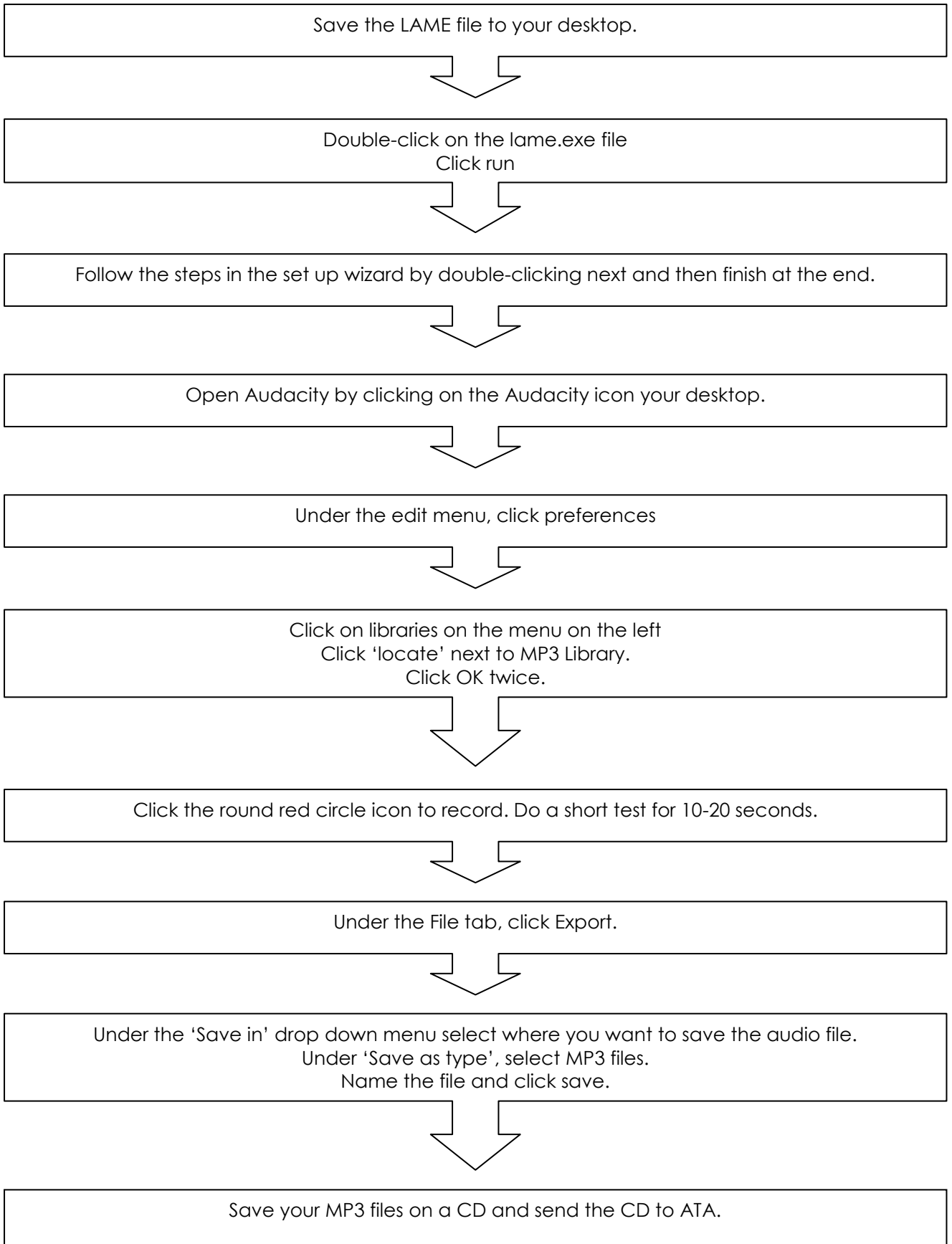
- The school at which you are currently teaching
- If you are not currently teaching ESOL students you could approach a local community group that offers free English lessons. There are many such organisations throughout Australia which are usually happy to have volunteer English teachers work with their members. These include churches and religious groups, and migrant and other community organisations offering free English lessons.
- Your own location (your local library may have a room you could use) where you can assemble a student or students who want a free English lesson. You can find suitable students by visiting local English Language schools, colleges and universities, or appropriate community organisations.

If you are working with children for some of the practical tasks (e.g. Unit QLD245TEC14B) you may need to undergo a '**Working with children check.**' Contact ATA to obtain an application form for a '**Blue Card**' through the Commission for Children and Young People. Cards are issued free to volunteers and students, but you need to check with your state organisation and the particular institution or school regarding requirements.

Professional teachers and other students may be eligible for **RPL** for the practical tasks however written assessments will still be required.

Steps for Downloading the Audacity recording program





10. ASSESSMENT SUBMISSION GUIDELINES

Units of work can be submitted by email or by post. Please allow extra time for your work to be marked if sending by post. You need to allow up to 15 working days from the receipt of your work, for your work to be marked.

All assessment responses need to be submitted in a word document (if sending by email)

When attaching your assessments to an email please write as the subject of your email your name and the assignment code.

E.g. John Smith QLD244KTR01B

LAYOUT FOR ASSESSMENTS

A cover page needs to be included for each unit. This cover page should be the first page of the document that contains your unit responses. Please see the example in the assessment workbooks for the information that needs to be included on the cover page.

You do not need to include the criteria tables with your responses. Simply write the question number and then your response.

REFERENCING

We require you to include a reference list at the end of each unit which outlines all of the reading material that you have accessed related to the unit.

The references should be listed in the order of:

Author/date of publication/ Title of Material (written in Italics)/Publisher

When listing the ATA manual as a reference please include the version number found in the bottom right hand side of the manual and the page numbers.

Websites need to be written out in full (not condensed), with the name of the website, the date the work was published on the net, and the date the site was visited include the type of resource the link is for e.g. audio recording/worksheet.

If we are not able to follow the link to the actual worksheet or information sourced, you will need to provide a copy of the information in a different format.

An example of the format for referencing is included below;

References

ATA 2007, *ATA TESOL Training Manual V09..1/0111/JD* Chapter 1, pg.22-23

Harmer, J. 2007, *The Practice of English Language Teaching*, 4th edn, Pearson, Essex

The Beatles, *Let it Be (audio recording)* retrieved 5 February 2011
from :

<http://www.youtube.com/watch?v=kEogJacjLTE>

Kita 2008 *Teacher's Love Worksheet 'Greetings'* retrieved December 2010 from:

<http://teacherslove.blogs.sapo.pt/tag/greetings> (Preview of worksheet shown halfway down page)

11. LANGUAGE and LITERACY REQUIREMENTS

Australasian Training Academy requires that all students are Language, Literacy and Numeracy capable to the industry that they are considering training for. A fluent level of English is required to undertake our courses.

Should you require additional training in the area of Language Literacy and Numeracy, the following Brisbane based organisations offer: Certificate I and Certificate II in Vocational Access and the Language, Literacy and Numeracy Programme at:

Southbank Institute of TAFE
Logan Institute of TAFE
Yeronga Institute of TAFE

Australasian Training Academy is committed to ensuring that all reasonable assistance is given to students in order for them to succeed in their chosen field.

12. PROCEDURE FOR STUDENT COUNSELLING / SUPPORT

1. The staff will at all times practice active listening when confronted with a student showing signs of distress or discomfort. If the first point of contact is unable to help you directly they will promptly pass your enquiry onto another staff member who can.
2. If the staff member feels they are unable to give the student assistance then the staff member can request the assistance of another staff member who may have a background which enables them to be of assistance to the student with advice or assistance to alleviate the student's feeling of distress or discomfort.
3. If the student has advised the staff member of a problem that requires professional assistance from an outside support or counselling service, then the staff member is to assist the student to contact the support or counselling service. The staff member will then assist with the information as to what support or counselling services are available to listen and help.

Some support groups include:

Personal Counselling

Australian Counselling Association – 1300 784 333
Relationships Australia – 1300 364 277

Drug and Alcohol

Alcoholics Anonymous – 07 3255 9162
Alcohol and Drug Information Service – 07 3236 2414
Drug ARM (Awareness, Rehabilitation & Management) – 1300 656 800

General

Lifeline - 131114
Gambling help line – 1800 222 050

13. CAREER OUTCOMES

For employment overseas only, the Industry courses will be of the most use you. For employment in Australia, however, with the option of working overseas, the Certificate IV in TESOL and Diploma of TESOL will assist you. **Please note: to teach in Australia, additional professional teaching qualifications and/ or ESOL teaching experience are usually required.**

The majority of overseas contracts are up to 12 months and may include benefits such as airfares, accommodation, some meals, medical insurance and local language classes supplied (depending on the destination).

14. PLACEMENT POLICY

The policy of Australasian Training Academy is at all times to be fair and equitable to students.

On completion of a course each student will be given access to the network established for finding overseas employment. With the assistance of the Academy, the graduate will contact companies advertising vacancies for which he/she has the skills specified.

The Academy may from time to time be advised, through the network, of positions outside the country for which the graduate may have indicated a preference. This information will also be passed on to the graduate and the graduate may pursue this further, either directly or with the assistance of the Academy should they so desire.

There is a job guarantee in China for Australian passport holders who are native born or fluent English speakers. All placements are subject to industry employment being available at and after completion of studies.

PLEASE SEE ATA JOB GUARANTEE [TERMS AND CONDITIONS](#)

Every effort will be made to place the student in employment in their selected country. Students need a current passport, full CV, covering letter and must follow the job process outlined in the "Work Guide".

THE COMPANY'S LIABILITY

Australasian Training Academy acts as an agent for employers to post job opportunities and will assist candidates to post CV's. The company does not screen or censor the listings offered. The company is not involved in the actual transaction between employers and candidates. As a result, the company has no control over the quality, safety or legality of the jobs or resumes posted, the truth or accuracy of the listings, any travel arrangements or the ability of employers to offer job opportunities to candidates or the ability of candidates to fill job openings.

In addition note that there are risks, including, but not limited to, the risk of physical harm, of dealing with strangers, foreign nationals, underage persons or people acting under false pretences.

You assume all risks associated with dealing with other persons with whom you come in contact through direct contact, websites or other persons. We expect that you will use caution and common sense when using websites or dealing with other persons. Website content may contain inaccuracies or typographical errors.

The Academy makes no representations about accuracy, reliability, completeness, or timeliness of any website or any website content. Website content is read at your own risk.

Changes are periodically made to Australasian Training Academy employment conditions and may be made at any time. You acknowledge and agree that you are solely responsible for the format, content and accuracy of any resume or material contained therein placed by you to Australasian Training Academy, its agent, contact schools and other persons. Employers are solely responsible for their postings of employment offers to Australasian Training Academy and its graduates.

The Academy does not warrant that any school will operate error-free or that any website and its server are free of computer viruses or other harmful mechanisms.

The Academy is not responsible for any costs. All employment opportunities are provided on an "as is" basis without any warranties of any kind. The Academy, to the fullest extent permitted by law, disclaims all warranties, whether express or implied, including the warranty of merchantability, fitness for particular purpose and non-infringement.

The company makes no warranties about the accuracy, reliability, completeness or timeliness of the material, services, employment offers, air, coach, rail, or transport to and from employment in any way.

DISCLAIMER OF CONSEQUENTIAL DAMAGES

In no event shall the Academy, or any third parties mentioned be liable for any damages whatsoever (including, without limitation, incidental and consequential damages, lost wages, or damages resulting from lost employment or business interruption) resulting from the use or inability to use any Australasian Training Academy services and the material, whether based on contract, tort, or any other legal theory, and whether or not the company is advised of the possibility of such damages.

15. LEGISLATIVE REQUIREMENTS

PRIVACY POLICY

At Australasian Training Academy we make every effort to preserve user privacy, however, we may need to disclose personal information when required by law wherein we have a good-faith belief that such action is necessary to comply with an appropriate government department. In any other situation written permission will be obtained from the student. Students may request access to their registration and assessment records. The request must be made in writing to the head office in Brisbane. The appropriate records will then be made available upon verification of identity of the student. If the student is unable to collect their records personally, they may request them to be sent by post (students must provide a pre-paid envelope or pay for the postage costs), or by email if the files are stored electronically. **Please note: ATA can not be held responsible for any documents that go missing in the mail, or for any electronic files that may become corrupted when sent by email.**

INFORMATION COLLECTION AND USE

We will not sell, share, or rent information to others in ways different from what is disclosed in this statement.

Australasian Training Academy recognises the importance of protecting the privacy of Personal Identifying Information about you as a user of our services and our website. We consider the following information to be Personal Identifying Information: your email address, name, mailing address, and credit card information.

ATA requires a user's Personal Identifying Information for compliance with the Australian Quality Training Framework (AQTF). This information will be treated confidentially within our company. While our policy is not to share this information with third parties, we do share aggregate information with selected government departments when legally required to do so.

ACCESS AND EQUITY POLICY

Put simply, access and equity in training is about making sure that no person or group is disadvantaged in accessing training because of things like their age, race, religion, sex, marital status etc. ATA has developed all policies and procedures keeping in mind the principles of access and equity. These include enrolment and recruiting selection standards.

Australasian Training Academy's Access and Equity policy contains no limitations or barriers to Access or Equity. We understand and acknowledge learner diversity, cultural background, community and learner needs. This includes persons with disabilities; the college will assist in accommodating special needs of the disabled.

Equally important is the view that no student training at ATA will act in any discriminatory manner towards any other student or staff member. ATA has developed a list of legislative (legal) requirements which outline that discrimination of any kind, harassment, workplace bullying and victimisation, are against the law. If detected at ATA, the appropriate authorities will be contacted.

WORKPLACE HEALTH, SAFETY AND SECURITY POLICY

There are a number of laws which relate to everyone in a workplace or training environment. In Queensland one standard law is the Workplace Health and Safety Act 1995. In brief, sections 28 and 36 of the Act place responsibilities on the people in charge of places, to ensure the safety of all people at that place. Equally, people at a workplace must abide by the rules set; use equipment supplied and not place any other person at risk. A full copy of the requirements of the Workplace Health and Safety Act is in the ATA policies and procedures manual.

All students are to observe usual workplace health and safety procedure. Familiarise yourself with the fire evacuation plan of the building. Do not deliberately place yourself or others in danger.

OTHER LEGISLATIVE REQUIREMENTS

Every day our lives are regulated by State and Federal laws, in keeping with this, ATA follows the relevant acts required by the State and Federal Governments, which are available online at www.comlaw.gov.au and www.legislation.qld.gov.au

The privacy laws basically outline that as a company, we must ensure that any information we need to get from you in order for you to do the course, needs to be protected by us and kept confidential.

The Copyright Act is an Act which makes sure that if someone has written or composed a piece of literature, art, music etc. that someone else does not use that property without making reference to the rightful owner of the property. In an academic sense, the copying is referred to as plagiarism. Plagiarism is copying the work of others without acknowledging that work.

As ATA has a lot of materials on line and you are studying in your own time to complete the course, you will have to submit written assignments. Most of the materials and readings you need for the assignments are provided by us, but if you are going to research other work and use those ideas, pictures etc. in your assignment, you must reference the owner of the material you are referring to.

Obvious cases of plagiarised work will incur an academic penalty. Repeat cases may incur suspension or exclusion from the course.

16. RECOGNITION OF PRIOR LEARNING (RPL) or CURRENT COMPETENCE (RCC)

The Objective of RPL

The objective of Recognition of Prior Learning (RPL) is to ensure that an individual's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised. For the purpose of this policy and associated procedural documents, the terms Recognition of Prior Learning (RPL) and Recognition of Current Competency (RCC) are synonymous.

The process of conducting an RPL assessment is based on the same principles as followed for any other assessment. Under the AQTF all assessments should:

- ✓ be valid, reliable, flexible and fair.
- ✓ cover the broad range of skills and knowledge needed to demonstrate competency.
- ✓ be a process which integrates knowledge and skills with their practical application.
- ✓ be made on evidence gathered on a number of occasions and in a variety of contexts or situations.
- ✓ be monitored and reviewed to ensure that there is consistency in the interpretation of evidence.
- ✓ be made accessible to individuals so that they can proceed readily from one competency standard to another.
- ✓ be equitable to all groups of individuals.

Review

As part of the internal review process, the principal trainer will examine RPL information and promotion materials; record-keeping systems; and RPL assessment instruments, process and appeals procedures, to ensure consistency with the principles outlined in this policy statement.

Risk management and Quality Assurance

The minimum amount of RPL which can be awarded is one whole unit of competency from a training package qualification or accredited course. If a person can show sufficient evidence of prior learning for elements or performance criteria within a unit, a process of accelerated learning may be appropriate but credit cannot be granted. The extent of recognition sought may be up to one hundred per cent. It is acknowledged that there is a higher risk associated with this degree of recognition. The amount of risk in the RPL process is directly related to the amount of evidence to be collected; the degree of rigor required; the number of assessors to be used; and the costs of implementing RPL processes. The general principle to be observed is that:

As the level of risk increases there should be a corresponding increase in the rigor of the RPL processes. This increased rigor can be achieved through requiring more evidence of higher quality and the involvement of more assessors to review the evidence and make the final assessment decision.

Stages of the RPL process

The RPL process includes the following stages:

- ✓ Information obtained by applicant;
- ✓ Initial support and counselling;
- ✓ Application submitted with supporting evidence;
- ✓ Assessment (note: further evidence may be requested at this stage);
- ✓ Post-assessment guidance; and
- ✓ Certification granted.

Applying for RPL

RPL application forms are available from the ATA head office in Brisbane, or can be downloaded from the ATA website.

Applicant Responsibility

It is the applicant's responsibility to ascertain what credit he/ she may be entitled to for the intended course of study. Candidates are to document their claim for competency in sufficient detail to help the assessor reach an assessment decision. This requires the candidate to identify how s/he can best prove competency or claim credit, to select and organize evidence which will be acceptable and complete and submit his/her application.

Australasian Training Academy will assist candidates with this stage. The following procedure will help:

1. Obtain the unit descriptors and the relevant performance criteria/ learning outcomes, from the Student Assessment Workbooks for the course or part of the course from which you are seeking exemption.
2. Match the performance criteria from the unit of competency or learning outcomes of the module for which RPL is sought with your current skills, or learning outcomes of previously studied courses or experience gained.
3. Collect information (documentary evidence), i.e. samples of work, academic records, references and other documentation related to your application – see footnote below.
4. Submit completed 'Application for Recognition of Prior Learning' form and supporting documentary evidence by post or fax to our head office in Brisbane, or email to nrc@ataonline.edu.au . Allow 15 working days from receipt of the application for a decision to be made and communicated to the applicant.
5. If you are unsure about anything at any stage of the process please contact head office by phone or email and one of our RPL Assessors will be happy to provide advice and assistance.

Assessment of RPL

The objective of this stage is for the qualified assessor to determine, through a systematic review of evidence, whether the student can demonstrate

achievement of the learning outcome competencies. The systematic review considers the evidence in terms of its authenticity, validity, and relevance to the learning outcomes, currency, and variety.

Post Assessment RPL Guidance

Clear, prompt, and constructive feedback will be provided to the candidate with official notification of results. The result of the RPL will be advised. If further evidence is required, guidance will be provided on these requirements.

Challenge Tests

If students have not completed, or cannot produce satisfactory evidence of completion of formal study relevant to their RPL application, they may be required to undergo a challenge test related to the unit for which RPL is being sought. The decision to challenge test RPL applicants will rest with the RPL Assessor.

Students will be encouraged to view challenge testing as a means of confirming their competence rather than an indication of doubting it. In most cases, the use of challenge testing is to ensure currency of skills and knowledge as a measure of competence, i.e. the current ability to do something.

Certification

The objective of this stage is the awarding of credit or recognising the positive outcomes of assessment. Australasian Training Academy will note the positive outcome on the student's record or issue the suitable credential.

Footnote on Evidence

Regarding evidence, the best way to approach this is to think of your CV or Resume as being a *checklist* of your experience, achievements and qualifications. In order to support each item on the list, several pieces of evidence are required (preferably). For a teaching role, for example, a reference at the end of a period of employment is good, but if this can be supported with say, a contract, duty statement/ position descriptor, performance review/ inspection report, teaching timetable/ program, or statement of service, this is even better. You may not have all of these documents from all of the positions you have held, but the more you can supply the better, and the more recent (i.e. 'current'), the better. **NB: All letters, references, contracts, statements of service etc. Should be on official letterhead paper appropriately signed and dated.**

A level of anecdotal evidence is also permitted, when it is used to add information to a job role that has already been evidenced. When supporting an ESOL position for example, you could include anecdotal information regarding the students, e.g. number, age, TESOL level, ethnic backgrounds (L1), number of lessons/ hours per week, number of weeks/ terms/ semesters taught, etc. Participants have even submitted photos of themselves with their students or faculty members, and even letters from grateful students! Again, the more evidence that can be supplied the better will be the outcome.

RPL is not a 'one-off' application. You can submit what you think is appropriate and we may request more specific or additional documentary evidence. This process can be repeated (within reason!) until sufficient evidence has been compiled.

The issue of granting RPL really hinges on the submission by you - and the collection by us - of sufficient documentary evidence. The more units in a qualification that are requested for RPL, the more evidence is required.

NATIONAL RECOGNITION AND CREDIT TRANSFER

Australasian Training Academy, as a Registered Training Organisation, abides by the principles of National Recognition. This simply means that if you have completed accredited training in Queensland or any other state or territory in Australia, and outcomes of that training form part of the course in which you are enrolling, you may be eligible for credit transfer.

If the content of nationally recognised training you have completed aligns to the content of a unit of competency in which you are enrolling, you may be granted credit. See the Academy administrator if you believe you may be eligible for credit transfer.

The Accrediting body is the Training and Employment Recognition Council (Queensland) under the Department of Education and Training (DET).

17. WANT TO KNOW MORE

CONTACT DETAILS:

For general and assignment related queries email: nrc@ataonline.edu.au

For phone enquiries call: 1300 723 928 (local call rates apply)

Or post to:
ATA TESOL College
PO Box 2149
TOOWONG QLD 4066

COURSE SUPPORT

Our courses are based on the principles of self-directed adult education. It is expected that students will take the responsibility for their own study timetable and working schedule. However, you will have access to our friendly, well-trained, helpful, supportive and widely experienced staff to help with any queries you may have.

If you have difficulty answering questions or require course assistance, simply contact a tutor by phone (Monday – Friday 9am – 5pm) or email nrc@ataonline.edu.au. We will endeavour to answer your queries within 24 hours (except on weekends and public holidays). We are here to support you every step of the way.

18. 5 DAY COURSE LOCATIONS

Adelaide
Brisbane
Cairns
Darwin
Gold Coast
Hobart
Melbourne
Perth
Sunshine Coast
Sydney
Townsville

Course timetables and further information are available on our website www.ataonline.edu.au

Enrolment Form – Nationally Recognised Training

Now that you have read and understood all the information in this NRC Student Handbook, please take a moment to complete the **Enrolment Form – Nationally Recognised Training** and return a copy to us. You will receive a copy of this form by email after registering for the course, and further copies are available for download on our website.

Please remember: we do need to receive this completed form before any assessments can be marked.