



# AIFFE

Australia Institute of Future Education

Australia Institute of Future Education

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[www.aife.edu.au](http://www.aife.edu.au)



STUDENT HANDBOOK





2026-27

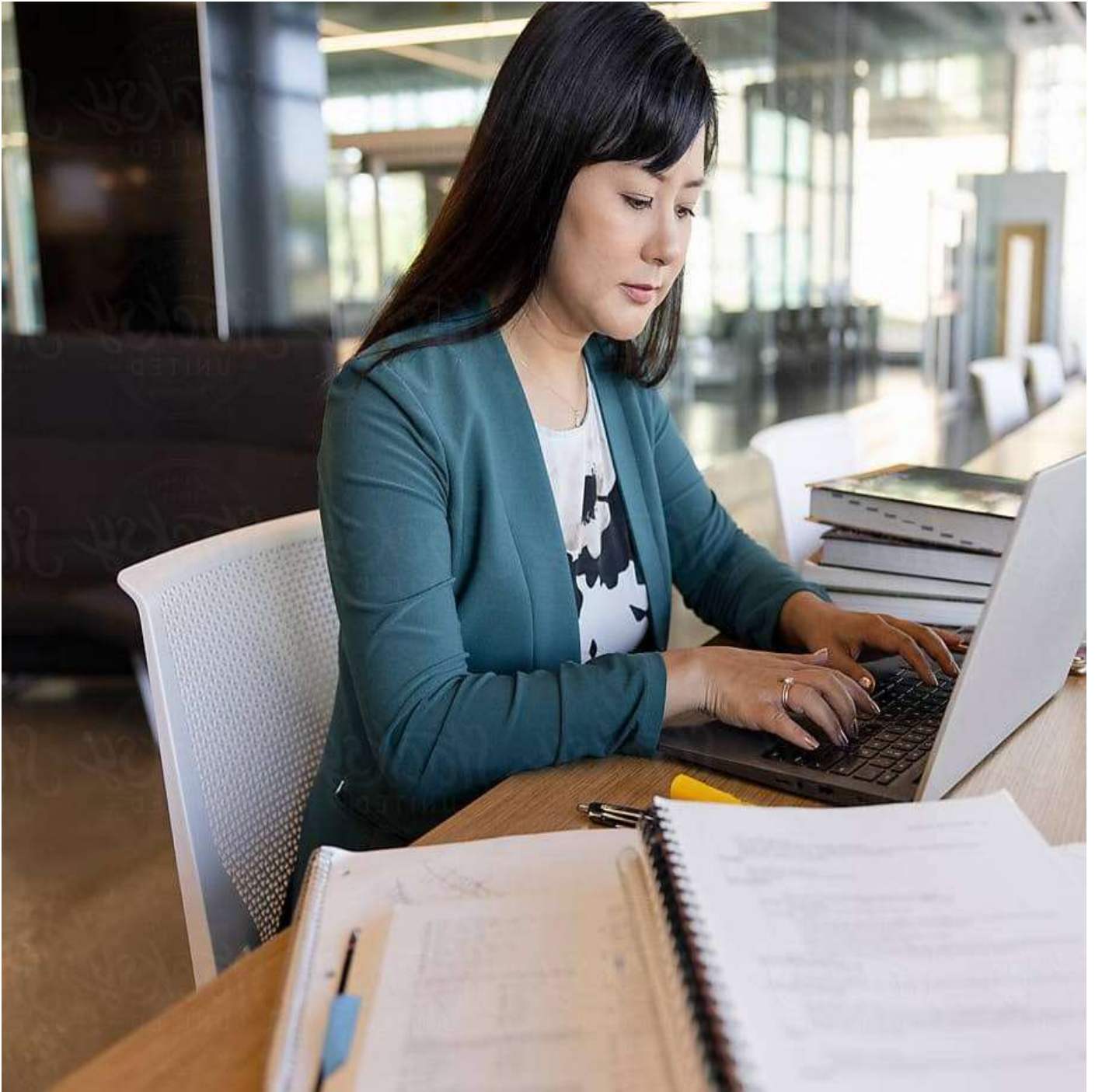
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 **Essential Details**



	AIFE Head Office   635 Canterbury Road, Surrey Hills VIC 3127
	Opening hours   9am – 5pm, Monday to Friday
	Website   <a href="https://aife.edu.au/">https://aife.edu.au/</a>
	Student Services and Support   <a href="mailto:studentservices@aife.edu.au">studentservices@aife.edu.au</a>



This Student Handbook has been prepared to guide students during their studies at Australia Institute of Future Education (**AIFE**). Information about the following topics is contained within this Student Handbook and will be updated annually so students have ready access to the most current information:

- ◆ AIFE's courses
- ◆ Academic and personal support services
- ◆ AIFE's obligations to students
- ◆ Student's rights and obligations

## About AIFE

Based in Australia's second largest state capital city, Melbourne, Australia Institute of Future Education (AIFE) is an innovative and unique Australian higher education provider, aligned to the Australian Qualifications Framework (AQF), with a focus on delivering high quality professional development courses outside of Australia to early career academic staff.

AIFE's vision is to be:

***the leading provider of high-quality professional development education for academics around the world. Through this, AIFE will enable its students to acquire the high-level knowledge and skills required to be academic leaders in their career fields and to enhance their ability to transform the institutions and communities within which they work. AIFE will inspire its students into continuous lifelong learning and professional development.***

AIFE's mission is to:

***provide high quality and relevant professional development education, delivered by leading education practitioners, utilising the best in blended pedagogy and progressive delivery methodology, to early and mid-career academics around the world, in order to assist them to achieve their maximum career potential.***

AIFE is led by a Board of Directors (BoD), who are accountable for all AIFE's operations including accountability for AIFE's courses, representation and compliance with its regulatory obligations.

The Board of Directors has delegated to the Academic Senate oversight of the academic aspects of AIFE's operations, which has responsibility for assuring the quality of teaching and learning at AIFE.



With its vision and mission as a guide, and overseen by AIFE's BoD and Academic Senate, AIFE offers the following two courses:

- ◆ **Graduate Certificate in Research Practice for Scientists and Engineers**
- ◆ **Graduate Certificate in Global Higher Education**

### Course Structure

A graduate certificate is a short course of study designed for people who are already working in a field, and who want to develop deeper knowledge and advanced skills through specialized university level training. A graduate certificate is a postgraduate coursework qualification that typically of four subjects or equivalent to complete. The Graduate Certificate in Research Practice for Scientists and Engineers and the Graduate Certificate in Global Higher Education are offered by the Australia Institute of Future Education (AIFE), which is accredited by the Australian Tertiary Education Quality and Standards Agency (TEQSA) for these courses. TEQSA accreditation is required by all higher education providers in Australia, including universities. The graduate certificates are offered online, with a recommended schedule of two units in each of two semesters over a two-year period, although they can also be studied more or less intensively. This schedule aims to help academics to expand their perspective and develop research skills with minimal distraction from the demands of their normal employment.

### Pathways to Employment and Further Studies

Gaining a Graduate Certificate will assist graduates to gain more in-depth knowledge and advanced leadership skills. In today's competitive job market, employers favour candidates with advanced skills and experience. A graduate certificate demonstrates to employers that you are willing to seek new knowledge and go above and beyond to gain new skills that cannot be attained on the job. A Graduate Certificate is also a pathway to a master's degree and even opens up opportunities to study a PhD.

## Entry Requirements

For admission into an AIFE Graduate Certificate course, applicants must:

- hold a Bachelor’s qualification, or equivalent, in any field, and
- meet the English language proficiency test requirement. The minimum acceptable score of English language proficiency is:

Type of English language test or certificate	Minimum Score
International English Language Testing System (IELTS)	Overall, 6.0 with no band < 5.5
TOEFL internet-based test	60-78
Cambridge English Advanced (Certificate in Advance English)	169
Pearson Test of English Academic (PTE Academic)	51.6
AEMG English for Academic Purposes Direct Entry Program	Overall, 70% with no exam sub-score below 65%
Duolingo	Overall IELTS 6.0 with no band < 5.5 (or equivalent)
Certificate IV in TESOL (Teaching English to Speakers of Other Languages)	Valid certificate

## Graduate Certificate in Research Practice for Scientists and Engineers

### Course Description

The Graduate Certificate in Research Practice for Scientists and Engineers equips academic staff with improved professional research skills by raising awareness of critical research issues from an international perspective and developing the skills needed to succeed as international researchers. The award provides a firm foundation for graduates to design and publish influential research in their own disciplines and to write competitive funding proposals to support their research.

Graduates will be able to critically analyse research findings to pose new research questions that can be addressed with future work in their research discipline and acquire and apply advanced and specialist knowledge to undertake original research in their research discipline. Graduates will be able to apply an inquiry-based approach and critical reflection on research practice, build convincing research arguments and apply appropriate research communication strategies to diverse audiences. Graduates will be able to work constructively with colleagues to apply strategies to build and work within research teams to advance their research discipline.

Additionally, graduates will be able to apply ethical and professional standards to demonstrate accountability and responsibility for the quality of all aspects of addressing complex research challenges, with ongoing reflective evaluation and encouragement of team members to do the same and to ensure fairness, inclusivity, and care for others.

Graduates of the AIFE Graduate Certificate in Research Practice for Scientists and Engineers will be able to:

- Acquire and apply advanced and specialist knowledge to undertake original research in their research discipline;
- Critically analyse research findings to pose new research questions that can be addressed with future work in their research discipline;
- Apply an inquiry-based approach and critical reflection on research practice;
- Build convincing research arguments and apply appropriate research communication strategies to diverse audiences;
- Apply strategies to build and work within research teams to advance their research discipline;
- Demonstrate accountability and responsibility for the quality of all aspects of their research with ongoing reflective evaluation and encouragement of team members to do the same; and
- Apply ethical and professional standards in addressing complex research challenges, with proactive responses to ensure fairness, inclusivity, and care for others.

## Course Structure

The Graduate Certificate in Research Practice for Scientists and Engineers focusses on building skills in communicating research at conferences and seminars, in publications, and writing competitive funding proposals. The Graduate Certificate in Research Practice for Scientists and Engineers will provide a firm foundation for graduates to design and publish influential research in their own disciplines. Graduates will be able to:

Domain	Research Practice for Scientists and Engineers - Course Learning Outcomes
<b>Discipline- specific knowledge</b>	acquire and apply advanced knowledge of the international research system, with highly developed skills, to enhance their research practice to help make original contributions to their disciplines.
<b>Critical analysis</b>	evaluate critically, analyse and synthesise complex ideas and make informed judgements to improve their research practice.
<b>Critical inquiry</b>	reflect critically on their own research practice to seek to improve their effectiveness on the international research stage.
<b>Communication and collaboration</b>	communicate effectively with members of their research teams in conducting research and to communicate research outcomes to external colleagues through diverse means.
<b>Responsibility and accountability</b>	demonstrate accountability and responsibility for the quality of their work and engage in ongoing and evaluative practices of their own work and that of research team members.
<b>Ethical and professional judgement</b>	apply ethical and professional standards to engage with complex challenges in research, responding proactively to issues of academic integrity and inclusivity, and support socioeconomic, cultural and belief system diversity.

## The Four Units

Unit 1 should be completed first. The other units can be taken in any order. Each unit is delivered over 12 weeks. Each class session generally consists of two hours of lectures with a one-hour tutorial to help reinforce concepts learned (i.e., 3 hours in a single session each week). Tutorials will be led by your instructors/lecturers.

### *1. Essential Research Skills for Successful Academics*

Working as an academic is demanding. Universities want academics to be world-class researchers as well as excellent teachers and good citizens who serve the administrative needs of their department. It is difficult to be an excellent researcher, especially when you are obliged to spend much of your time on these other tasks. Many academics have not deliberately considered how to develop the high-level skills needed to be a successful researcher and to manage competing pressures on their time, including developing the necessary communication skills. The aim of this unit is to discuss strategies for becoming a

more effective academic by developing skills in planning, conducting, managing, and presenting research, with emphasis on communication as a key academic skill.

## *2. Writing Impactful Publications*

Publishing is fundamental to academic life. High quality papers are essential for advancement of a field of knowledge. A researcher's reputation also hinges primarily on the quality and impact of their publications, which have a major impact on promotion prospects. So, what are the elements of writing a good paper? What habits do I need to develop to consistently write impactful papers? How do I evaluate what tier of journal is most appropriate for my paper? How can I write papers for the highest impact journals? How does the peer review system work, and how do I operate most effectively in it? These questions are addressed and strategies for writing impactful papers are discussed in this unit.

## *3. Writing Quality Research Proposals*

Obtaining research funding is an essential element of performing many types of research. Without funding, students and post-docs cannot be hired, research expenses cannot be paid for, or travel to conferences to publicise research results cannot be covered. What are the key elements of successful research proposals? What practices must become habit to achieve serial success in winning research funding? What kind of researcher must I become to be successful? When I have secured funding, how do I hire, plan, supervise, and lead a team that delivers results? The wide-ranging skills needed to build a research career and secure, manage, and deliver on research funding are discussed in this unit. Students will get practical experience of conceiving, planning, writing, and assessing proposals in this unit, which is intended to sharpen critical thinking in relation to producing high-quality research proposals.

## *4. Statistical Data Analysis*

Statistical data analysis is the most powerful tool we have for separating scientific fact from fiction and, as such, is fundamental to successful and impactful research. Thus, it is essential for researchers to have an appreciation of the statistical and computational techniques used in data analysis and characterisation. A focus will be placed on conceptual understanding of how specific data analysis techniques work and the situations in which they can and cannot be applied. Delivery will be based on practical examples, providing the opportunity for hands-on learning through processing of real data sets with MATLAB. The experience gained in this unit will help researchers to approach and present their own data analysis problems in a rigorous and principled fashion.

## Graduate Certificate in Global Higher Education

### Course Description

This award qualifies graduates to design and implement student-focused, research-led, evidence-based practice in their own disciplines and institutions. Graduates are able to acquire and apply advanced and specialised knowledge of the theories and practices of contemporary curriculum design, pedagogy, assessment and feedback for enhancing learning and teaching in their own practice and discipline. They are able to critically evaluate, analyse and synthesise complex ideas and make informed judgements to make improvements in learning and teaching in their own practice.

Graduates can apply an inquiry-based approach and critical reflection on academic practice in higher education learning and teaching and communicate effectively with colleagues and students utilising a range of media to convey and demonstrate complex knowledge and ideas. Graduates will be able to work constructively with colleagues to evaluate and support each other's development and demonstrate accountability and responsibility for the quality of their work and engage in ongoing and evaluative practices of both their own and student work.

Additionally, they can apply ethical and professional standards to engage with complex challenges in learning and teaching, responding proactively to issues of student inclusivity, diverse socioeconomic, cultural and belief systems.

### Course Structure

The Graduate Certificate of Global Higher Education is intended for academics and teaching professionals to help improve their professional skills in designing and teaching courses in higher education. It qualifies graduates to design and implement student-focused, research-informed, evidence-based, practice in their own disciplines and institutions. It has been developed by internationally respected academics with experience of leading and advising on course development around the world.

Graduates who complete the Graduate Certificate of Global Education will be able to:

Domain	Graduate Certificate of Global Higher Education Course Learning Outcomes
<b>Discipline-specific knowledge</b>	acquire and apply advanced and specialised knowledge of the theories and practices of contemporary curriculum design, pedagogy, assessment and feedback for enhancing learning and teaching in their own practice and discipline.
<b>Critical analysis</b>	critically evaluate, analyse and synthesise complex ideas and make informed judgements to make improvements in learning and teaching in their own practice.
<b>Critical inquiry</b>	apply an inquiry-based approach and critical reflection on academic practice in higher education learning and teaching.
<b>Communication and collaboration</b>	communicate effectively with colleagues and students utilising a range of media to convey and demonstrate complex

	knowledge and ideas. Work constructively with colleagues to evaluate and support each other's development.
<b>Responsibility and accountability</b>	demonstrate accountability and responsibility for the quality of their work by engaging in evaluative practices of their own and students' work.
<b>Ethical and professional judgement</b>	apply ethical and professional standards to engage with complex challenges in learning and teaching, responding proactively to issues of student inclusivity, diverse socioeconomic, cultural and belief systems.

## The Four Units

There are four units in total that need to be completed. We recommend Unit 1 be completed first. The other units can be taken in any order, though students may find completing Unit 4 as their last unit will help them bring together the learning from the other units into a scholarly teaching perspective. Each unit is delivered over 12 weeks. Each session generally consists of pre-class work that might contain an introductory lecture, reading and activities, followed by a three-hour interactive session and post-class activities.

### *1. Learning and Teaching in Higher Education*

In this unit you will explore what it means to teach successfully in higher education. Major learning theories that underpin the scholarly approach to contemporary best practice are considered. Students engage in critical reflection to apply this knowledge to develop a better understanding of learning and teaching in their own context.

### *2. Designing Assessment for Learning in Higher Education*

In this unit the central role of assessment in student learning and quality assurance is examined. Students explore literature related to best practice in global contemporary higher education contexts. Through informed reflection, students review the assessment tasks used in their teaching and plan improvements to ensure students can attain the quality of learning required and enhance student learning outcomes.

### *3. Teaching for Engaged Learning in Higher Education*

In this unit you will explore how learning is delivered to different cohorts of students in a range of learning settings, because teachers need to employ more and varied ways to engage their students. In this unit, students will start with understanding what is involved in building student engagement and progress to explore contemporary evidence-based practices that align with long-standing ideas of engaged learning. Application of the knowledge gained will allow participants to plan enhanced strategies in their own teaching.

#### *4. Scholarly Approaches to Learning and Teaching in Higher Education*

In this unit, the importance of scholarly approaches to teaching practice and the Scholarship of Teaching and Learning (SoTL) is examined. SoTL's relationships to scholarly teaching and reflective practice are explored within the context of students' own teaching. Students identify areas of potential inquiry within their practice and follow a scholarly path to plan for an intervention and evaluation. The dissemination of SoTL outcomes, locally, nationally and internationally are discussed and potential international collaborations are considered.

## **i** General Information

### Credit Transfer

Credit granted to students applying for recognition of their prior learning will be consistent with the Australian Qualifications Framework's AQF Qualifications Pathways Policy.

AIFE's decision on applications for credit towards an AIFE course will:

- not compromise the integrity of qualification outcomes and only grant a maximum of 25% credit for a course,
- be evidence-based, equitable and transparent. Therefore, each application for credit on the basis of prior learning will be assessed on its individual merit based on evidence provided by the applicant,
- be applied consistently and fairly, and subject to appeal and review,
- recognise prior learning that is relevant, current and related to the learning outcomes of the qualification. Therefore, application for credit will be assessed taking into consideration the learning outcomes, volume of learning, content of study, and level of course,
- consider the student's academic preparedness to ensure that credit for prior learning decisions do not negatively impact the student's ability to meet the learning outcomes of the qualification and successfully complete their course,
- be made in a timely manner so as not to disadvantage students' access to their qualifications
- allow credit outcomes to be used to meet prerequisites or other specified requirements for entry into a course leading to a qualification or for the partial fulfillment of the requirements of a qualification, and
- be formally documented to ensure all decisions on the granting of credits are equitable and transparent, as well as for the student including any reasons for not giving credit.

Applications for credit for prior learning must be:

- completed using AIFE's Application for Credit form, available on request from [studentservices@aife.edu.au](mailto:studentservices@aife.edu.au)
- supported by documentary evidence which includes:
  - certified copies of academic transcripts (or certified translations of academic transcripts if the transcript is in a language other than English), and
  - Unit outlines and/or unit descriptions providing adequate details of unit/subject/course content to establish specific equivalence (in certified translation where required).
- submitted prior to the commencement of the first teaching period of the unit.

More information can be found in AIFE's *Recognition of Prior Learning Policy and Procedure* at <https://aife.edu.au/for-students/aife-policies-and-procedures/>

## Assessments and Grading

AIFE units have an appropriate mix of:

- early assessment: for every unit in a course, which should be undertaken in the first 20% of every unit,
- formative assessment: specifically intended to assist students identify gaps in their understanding, so that they may improve their understanding and enhance their learning, and
- summative assessment: to evaluate and certify a student's attainment of the learning outcomes, typically assessed through marks or grades.

Each unit will include a minimum of two summative assessment items.

Where a formal examination is included as a final assessment in a unit, the examination should not be more than three (3) hours long and constitute no more than 50 per cent of the overall grade for the unit.

Students must attempt all assessments on time as scheduled in the Unit Outline.

The assessment cut-off date and time will be stipulated in each assessment item. Any submission after this stated submission deadline will be considered as a next-day submission.

Marking will be conducted in a way that is consistent with the specified assessment criteria and standards for the task. A marking rubric/guide will be provided in all unit outlines to ensure that students have a clear understanding of the criteria used to judge their submissions and the standards of achievement per assessment task that demonstrate levels of achievement of the unit learning outcomes.

Students must receive feedback on their work in a timely manner to assist them in achieving the specified learning outcomes and improving the quality of their work in any subsequent assessment:

- for early assessments, students will normally receive feedback within five (5) working days.
- for other assessment, the maximum turn-around period is within ten (10) working days.

Grades students will receive are expressed as a percentage as well as a letter grade as outlined below.

Percentage	Letter Grade	Interpretation
85 and above	HD	A student assigned a “High Distinction” grade, addresses the assessment task criteria to an excellent standard. Outstanding achievement of all the learning outcomes. Superior level of knowledge and skills displayed.
75 – 84	D	A student assigned a “Distinction” grade, addresses the assessment task criteria to a very high standard. Very good achievement of the learning outcomes. Very high level of knowledge and skills displayed.
65 – 74	C	A student assigned a “Credit” grade, addresses the assessment task criteria to a high standard. Good achievement of the learning outcomes. High level of knowledge and skills displayed.
50 – 64	P	A student assigned a “Pass” grade, addresses the assessment task criteria to a satisfactory standard. Satisfactory achievement of the learning outcomes. Adequate level of knowledge and skills displayed.
0-49	F	A grade of “Fail” may be awarded when a student fails to adequately address the assessment task criteria. Does not achieve the learning outcomes. Does not display an adequate level of knowledge and skills.
	IN	Incomplete assessment task is awarded by the Student Administration and Support Officer approved by the Associate Dean to those

		students under special consideration. When a student fails to attempt one or more assessment components of the unit as listed in the Unit Outline.
	DE	Deferred Assessment – denotes that a deferral has been granted to a formal examination or assessment via Special consideration.
	W	Withdrawn from course and/or unit – applies where a student withdraws from a course and/or unit after the census date but, no later than the last day to withdraw without academic penalty.

More information can be found in AIFE’s Assessment Policy and Procedure at <https://aife.edu.au/for-students/aife-policies-and-procedures/>

## Intellectual Property

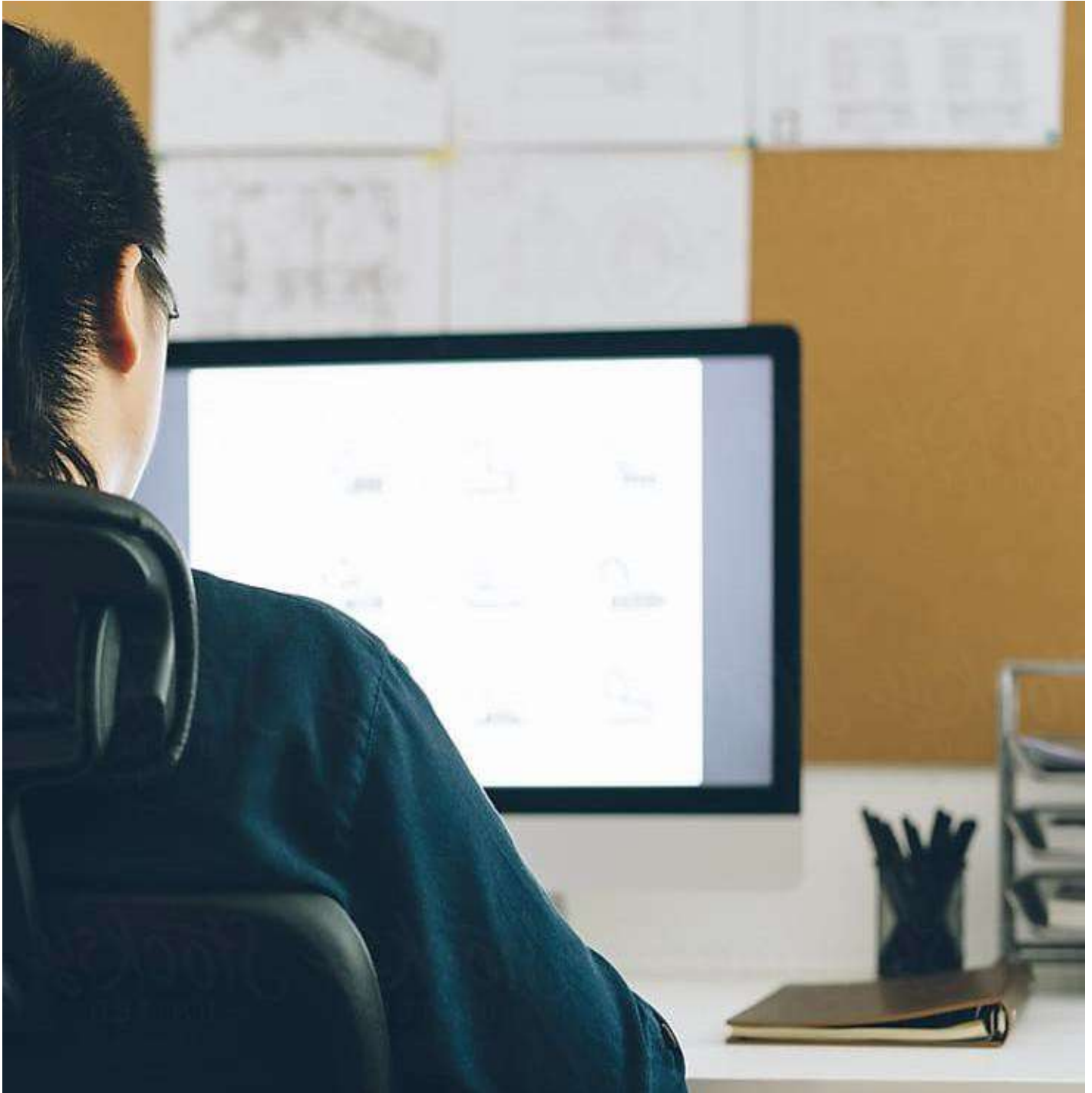
Students will retain intellectual property of any work created while they are a student of AIFE.

If using the work of other authors in their assessments, students are required to properly attribute it. Otherwise, this could be a breach of:

- Australia’s copyright laws, which provides “*legal protection for people who express original ideas and information*” More about Australia’s copyright and copyright law can be found at this link: <https://www.infrastructure.gov.au/media-communications-arts/copyright/copyright-basics> and
- AIFE’s [Academic Integrity Policy and Procedure](#).



## Studying at AIFE



## Key dates

Enrolled students should keep in mind the following important dates:

- Orientation day – To be advised prior to the start of the teaching period
- Teaching Periods To be advised prior to the start of the teaching period
- Exam Periods – To be advised once the teaching period has started

## Orientation

AIFE will cover the following topics during orientation prior to the commencement of each teaching period; therefore, attendance is compulsory for each teaching period you are enrolled:

- An introduction to key AIFE staff
- Expected behaviors
- Academic integrity
- AIFE's learning management system
- Academic and personal support services
- Opportunities to contribute as a student representative
- Progression requirements
- Fees, refunds and students' enrolment rights and obligations
- AIFE's grievance and complaints processes

## Information Technology

Students will be granted access to IT systems and resources (e.g. access to Cloudcampus and the learning management system) to support their studies.

Privacy, availability, integrity, security, safety, and usability of AIFE's information and communications technology (ICT) systems and resources will be protected.

Students are expected to use AIFE's ICT systems and resources in a responsible, safe, and lawful manner, which means:

- **Proper purpose** | Students should use ICT systems and resources for the purpose of their studies
- **Responsible use** | AIFE's ICT systems and resources should be used responsibly and not be interfered with. If the ICT systems and resources are not functioning properly, students should report this to the relevant staff via [studentservices@aife.edu.au](mailto:studentservices@aife.edu.au).
- **Safety** | Students must not pose a risk to their own safety, or those of others, while using AIFE's ICT systems and resources, or those of AIFE's partner universities. This includes not downloading, uploading, or publishing harmful content, and protecting their own, and others', privacy

- **Security |**
  - Students must protect their access details from others, including:
    - not sharing login details with others
    - changing their password on a regular basis, and
    - seeking guidance from the student services ([studentservices@aife.edu.au](mailto:studentservices@aife.edu.au)) if they believe their access details may have been compromised
- **Lawfulness |**
  - Students must not handle any unlawful material. This includes not downloading, uploading, or publishing illegal content
  - Students must not breach intellectual property rights by downloading, uploading or using illegally sourced software or content.

More information can be found in AIFE's *Information and Communications Technology Policy* at <https://aife.edu.au/for-students/aife-policies-and-procedures/>

## Learning Resources and Support

### Facilities and Learning Management System (LMS)

AIFE leverages technology to deliver courses through an online platform, Cloudcampus. Therefore, AIFE has built an online learning environment that is:

- Protected from cyber attacks
- Well-resourced, with 24/7 accessibility to learning guides, materials and schedules. Active links to additional resources, documents and/or staff will also be a feature.

At orientation, students will be directed to more information on how to use Cloudcampus.

### *Academic and Personal Support*

AIFE will ensure students have opportunities to succeed by making available the following learning support:

- Academic staff will be available for consultation:
  - By appointment, on an individual basis (by phone or online) or
  - At specified times during the teaching period for 2 hours per week.
- Ongoing English Language Proficiency support, including through formal workshop sessions
- Scheduled literacy and numeracy workshops, which students will receive notification via Cloudcampus.
- Personal support, such as counselling, will also be available to students when required which can be requested in writing through [studentservices@aife.edu.au](mailto:studentservices@aife.edu.au). There may be an additional charge for personal counselling services.

- Academic and other learning support resources will be tailored to the course and unit learning outcomes and made available to students on Cloudcampus and LMS.
- Students also have access to a physical library with their university employer.

More information can be found in AIFE's *Student Support Framework* at <https://aife.edu.au/for-students/aife-policies-and-procedures/>

## Making Satisfactory Academic Progress

At AIFE, students are expected to be responsible for their own academic progress. AIFE will provide the necessary information in each unit outline to assist students in making satisfactory academic progress. The information includes specific requirements for their course, class attendance, and submitting assessment tasks according to the deadlines set by their lecturer/tutor.

Academic performance of all students will be monitored to inform decisions regarding academic progress.

### *Early identification*

During the first half of each teaching period the Executive Associate Dean Education, working with the academic staff member in charge of the unit, will monitor student progress to ensure that their needs are met and to identify students in need of additional support.

The criteria for identifying students in need of additional support at this stage include:

- Poor performance in an early assessment task. The outcomes of this assessment will be used to provide feedback to students and to identify support needs, and/or
- Low attendance rates or participation, evidenced by failure to access Cloudcampus or to submit assessment items.

Students identified as requiring additional support at this stage will be advised in writing of the academic and personal support services that are available to assist them in making satisfactory academic progress.

### *Students at Risk*

Students are considered to be 'at risk' if, after having been provided with academic and personal support services, they:

- Fail 50 % or more of enrolled subjects in any teaching period, and/or
- Fail the same subject more than once, and/or
- Fail to make sufficient academic progress to complete the course within the expected duration.

The Executive Associate Dean Education will review students who have been identified as ‘at risk’ after publication of results for each teaching period of study and will:

- Advise students in writing of their failure to meet minimum academic standards and require students to attend an academic advice session, and
- Enrol the student in an appropriate academic support program, which may be one of the following:
  - Academic skills workshops and support sessions,
  - Individual case management,
  - Peer support or mentoring arrangements
  - Minimum class attendance requirement,
  - Personal counselling,
  - Reduced study load,
  - Changes in course enrolment, and/or
  - Conditions on enrolment.

### *Unsatisfactory Progress*

Students who do not meet the minimum academic standards after attending academic support programs over a teaching period of study will be informed by the Executive Dean Education in writing that they have made unsatisfactory progress and are under consideration for exclusion from their course and will be issued with a ‘show cause’ letter. The student must respond with a written statement.

More information can be found in AIFE’s *Academic Progression Policy and Procedure* at <https://aife.edu.au/for-students/aife-policies-and-procedures/>

## Student's Obligations and Rights

### Fees and Refunds

Tuition fees payable by a student (or their employer) are determined in accordance with the selected course. These fees are set by the Board of Directors, reviewed annually by the CEO and the Board of Directors, and published on the AIFE website at <https://aife.edu.au/team/board/>

Therefore, fees may potentially change over the duration of the course, if students do not complete the course within two teaching periods, which is the duration of AIFE's courses.

AIFE does not have any non-tuition fees at this time. Should this change, AIFE will inform students at least two months before the start of the calendar year.

Students, or their employer, wishing to receive a refund for withdrawing from their course must complete the relevant forms and submit them to AIFE by the date specified in the Letter of Offer and Written Agreement.

Once the forms are processed, refunds will be paid back to the original source of payment.

More information can be found in AIFE's *Fees and Refunds Policy and Procedure* at <https://aife.edu.au/for-students/aife-policies-and-procedures/>

### Changes to Enrolment

Students are expected to maintain continuous enrolment over the duration of their course.

Students may apply to defer commencement of their course if the application was submitted prior to enrolling. The maximum period of deferment is one (1) year.

After enrolling, students can:

- Vary their study load
- Transfer between courses within AIFE
- Request a leave of absence, or
- Withdraw from their candidature.

AIFE reserves the right to suspend or cancel the enrolment of a student:

- If the student has provided fraudulent information upon which the offer of a place was made
- For the following reasons and after AIFE's appeals process has been exhausted:
  - Academic or non-academic misconduct
  - Unsatisfactory academic progress
  - Non-payment of fees.

More information can be found in AIFE's *Enrolment Policy and Procedure* at <https://aife.edu.au/for-students/aife-policies-and-procedures/>

## Diversity Equity and Inclusion

AIFE embraces equity and diversity and will not tolerate discrimination in any form, including discrimination on the basis of a person's special needs. To this end, AIFE's delivery of courses through an online platform will not impede its commitment to establishing an inclusive and supportive environment for all students, from the point of applying for entry through to conferral of award.

Processes are established to ensure all students, irrespective of their background, have equivalent opportunities for academic success.

AIFE will ensure that content for its online learning management system will be accessible to students with visual or auditory disabilities.

Access for students with physical disabilities will be accommodated. Confidential discussions for support for inclusion can be booked through [studentservices@aife.edu.au](mailto:studentservices@aife.edu.au).

## Student Conduct

AIFE endeavours to provide an open and mutually supportive learning environment. To this end, students are expected to:

- Treat members of AIFE's community with equity and respect
- Avoid behaviour that could be perceived as harassment, intimidation, discrimination, bullying or threatening, including through the use of social networking, websites and AIFE's website
- Not engage in sexual misconduct of any kind
- Comply with all AIFE policies and procedures
- Make only truthful statements in regard to their student status, representation as a student and entitlements as a student
- Conduct themselves in a safe, orderly and proper manner in any learning environment at AIFE so as not to affect the working environment of others or cause injury or harm to any other person
- Not use any form of physical violence or any act which may cause serious personal injury to another
- Use the facilities, resources and information provided by AIFE in a proper manner
- Not wilfully damage, steal or use without authority resources, information or property of AIFE
- Not conduct themselves in a manner unfavourable to AIFE's reputation or to the reputation and orderly functioning of AIFE's activities.

More information can be found in AIFE's *Student Code of Conduct* at <https://aife.edu.au/for-students/aife-policies-and-procedures/>

## Student Misconduct

Student misconduct is any behaviour from a student that is in violation of the expected behaviours outlined in the Student Code of Conduct.

Student misconduct may be found to be (1) General Misconduct or (2) Major Misconduct. Examples of **General Misconduct** include but are not limited to:

- Behaviour which brings AIFE into disrepute
- Unduly offensive or disorderly behaviour
- Failure to comply with a reasonable direction from a member of AIFE's staff
- Attacking, bullying, harassing, unlawfully vilifying, victimising, threatening or intimidating any person or attempting to do so
- Behaviour which interferes with the orderly conduct of a class or an exam or other activities
- Gaining access to, or entering, AIFE's server or network without lawful authority to do so, or engaging in illegal, inappropriate or offensive use of the internet, social media, email on AIFE's network
- Engaging in conduct which involves unauthorised or unjustified interference with the property of any person.

**Major Misconduct** includes, but is not limited to:

- Physical violence against any person
- Committing any act or making any omission which has the capacity to endanger the safety or health of others where there is a serious risk of bodily harm
- Any type of fraud, including fraudulent representation of grades or awards for prior learning, including through the unauthorised use of AIFE's name, seal or trademarks
- Tampering with and/or making a fraudulent representation involving any medical certificate
- Any other type of fraudulent documentation provided to AIFE to obtain a favourable outcome for the student.

If a student or a staff member of AIFE observes what they believe is misconduct by a student, they must report it to a senior staff member of AIFE who will then report it to AIFE's CEO.

Allegations will be investigated and the student informed in writing of the nature of the allegations and possible penalties that will apply if misconduct is confirmed.

More information can be found in AIFE's Student Misconduct Policy and Procedure

at <https://aife.edu.au/for-students/aife-policies-and-procedures/>

## Academic Integrity

Academic integrity is centred on a commitment to honesty, trust, respect and responsibility. AIFE will utilise a range of strategies to support academic integrity at all times, including:

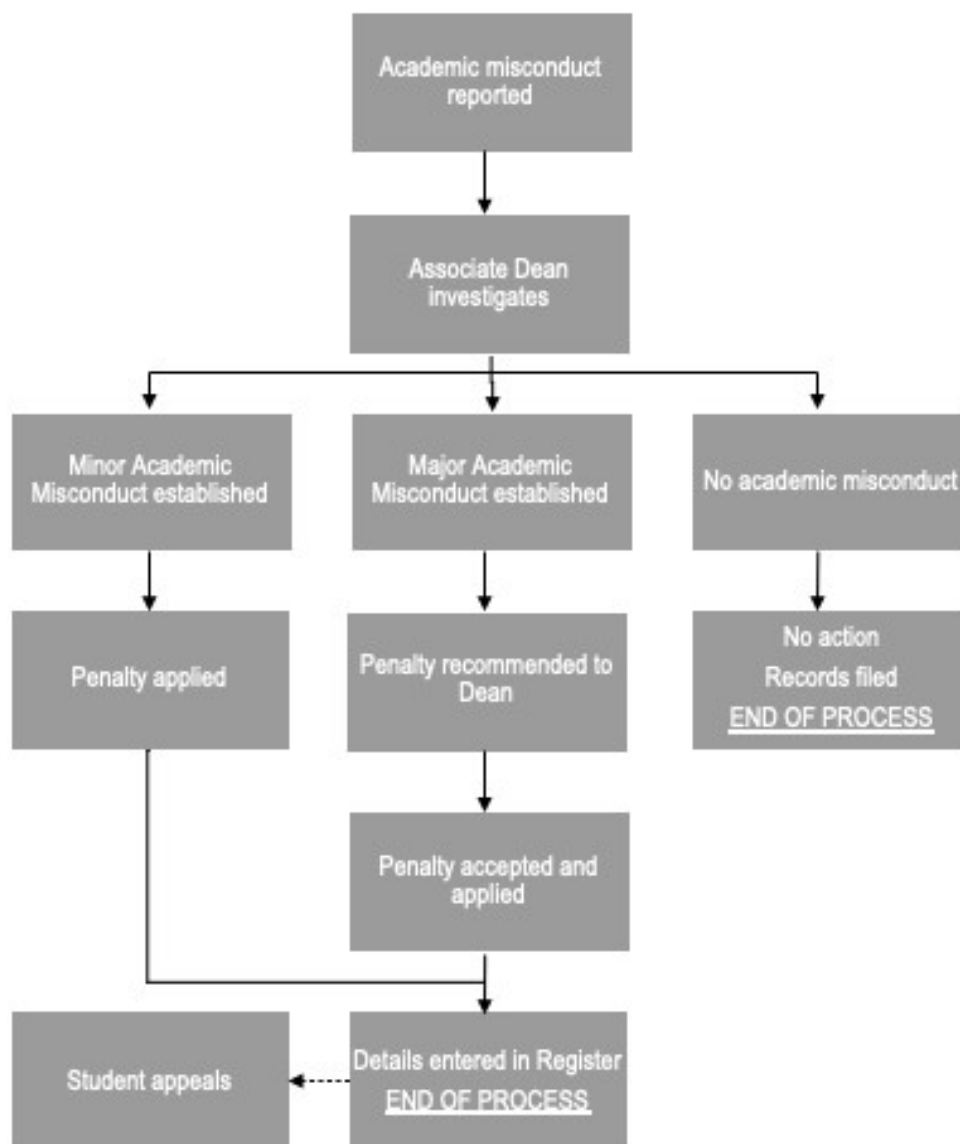
- Advising students at the time of enrolment of the details of this policy,
- Submission of assignments is to be in electronic form,
- Use of plagiarism detection software in all units,
- Explicitly referring to plagiarism and collusion at key stages in units and courses,
- Providing students with opportunities to practise writing and referencing skills,
- Providing prompt and constructive feedback to assessments and examinations,
- Explaining the aims and purposes of assessment tasks,
- Providing examples of sound and poor practice,
- Monitoring time pressures and timetabling that may adversely affect completion and submission of assignments,
- Mixing assessment tasks of units to minimise risk of plagiarism, contract cheating, collusion and foster positive values and behaviour among students, and
- Requiring students to provide a disclaimer appended to their assignments which affirms that, where otherwise acknowledged, the material submitted in the assignments is their own.

A breach of academic integrity is considered by AIFE to be academic misconduct, which will not be tolerated at AIFE. Academic staff and students are expected to observe the highest ethical standards in their academic endeavours.

Similar to General Misconduct, described in the Student Misconduct section above, academic misconduct by students can be classified as:

- Minor, which includes, but is not limited to, plagiarism and collusion that occurs early in the student's study.
- Major, which includes the following activities:
  - bringing in or referring to unauthorised material in an exam room,
  - communicating with other students during an exam,
  - reading the work of other students in an exam,
  - contract cheating, which is when the student has outsourced his/her '*...assessments to a third party, whether that is a commercial provider, current or former student, family member or acquaintance. It includes the unauthorised use of file-sharing sites, as well as organising another person to take an examination*' (see Good Practice Note: Addressing Contract Cheating, p.2),
  - engaging in or agreeing to any form of dishonest act, and
  - submission of assessable material that is identified by academic staff as work not authored by the student.

When the academic integrity of a student or staff is in question, AIFE will follow a consistent and fair process of investigation. This is depicted in the diagram below.



More information can be found in AIFE’s Academic Integrity Policy and Procedure

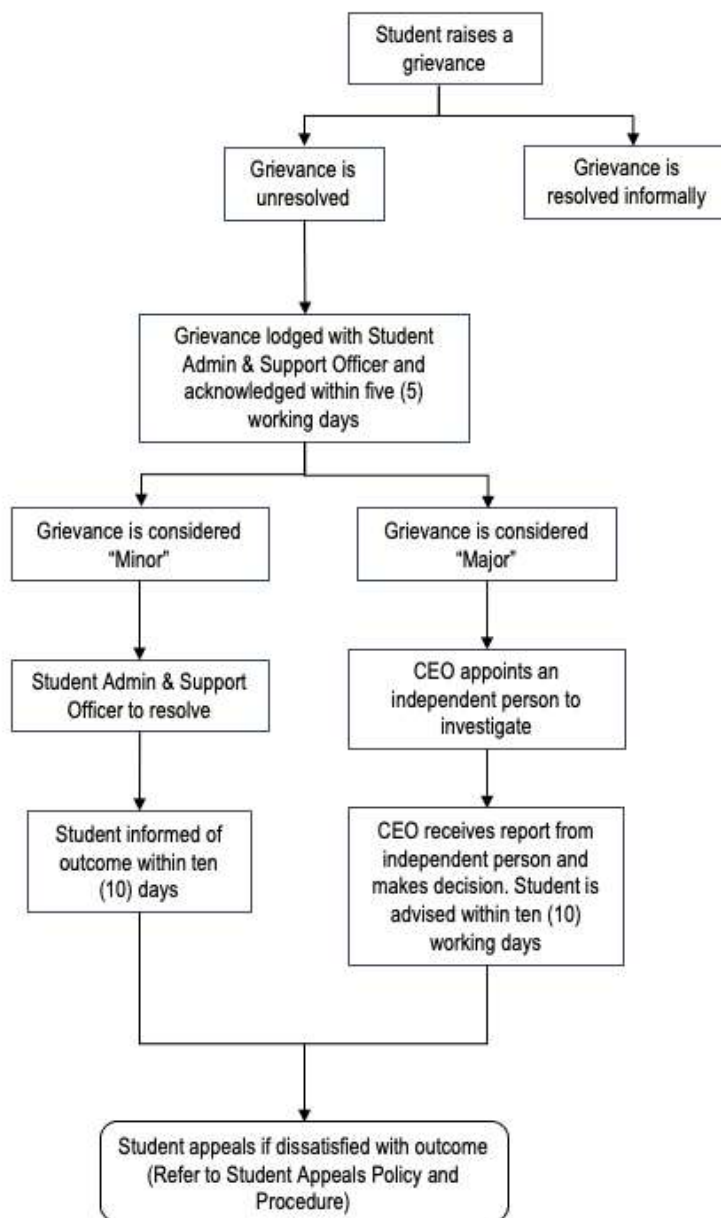
at <https://aife.edu.au/for-students/aife-policies-and-procedures/>

- Encourages resolution at the local level where possible
- Respects the views of all parties to the grievance
- Will not discriminate against, or victimise, any party (respondent or complainant) to a grievance
- Endeavours to resolve the grievance promptly
- Respects the sensitivity of the grievance and the confidentiality of parties involved
- Is procedurally fair and transparent
- Is timely in implementing any decisions arising from a grievance resolution process
- Ensures students are informed of their rights and receive support, including support from student services where needed.

During all stages of the grievance resolution process, AIFE will take all steps to ensure:

- Each party to a grievance has an opportunity to formally present their case and to be accompanied and assisted by a support person at any relevant meetings.
- A full explanation in writing for decisions and actions taken as part of the process will be provided to the complainant and any respondent where applicable.
- Where the resolution of a grievance results in a decision that supports the complainant, AIFE will promptly implement any decision and/or corrective and preventative action required and advise the complainant of the outcome.
- There is no cost to the complainant for using grievance processes.

An overview of AIFE’s student grievance handling process is depicted in the chart below



## Appeals Process

If a student is dissatisfied with the outcome of a grievance managed under the provisions of the [Student Grievance Policy and Procedure](#), they may lodge an appeal in writing at [studentservices@aife.edu.au](mailto:studentservices@aife.edu.au).

Students also have the right to appeal a decision made by AIFE under other policies and procedures under the following conditions:

- Where the student considers that AIFE has not followed its own processes as set out in an approved policy or procedure
- Where a decision by AIFE may have resulted in a different outcome if relevant information that could not be reported at the time due to compelling reasons was taken into account
- The student considers that AIFE has not considered all relevant documentation or information
- The student considers that a decision reflects bias or discrimination against them.

All appeals must be lodged with the student services ([studentservices@aife.edu.au](mailto:studentservices@aife.edu.au)) within 20 working days of the decision or outcome which is the subject of the appeal.

In handling an appeal lodged, AIFE will be guided by the following principles:

- Procedural fairness and natural justice
- Consistency and equity
- Respect for all parties
- Transparency
- Timely and effective processes.

AIFE ensures that all student appeal processes enable:

- Appellants an opportunity to formally appeal a decision of AIFE
- Appellants to be accompanied and assisted by a support person at any relevant meetings
- A written explanation for decisions and actions taken by AIFE to be provided to the appellant
- Corrective and preventative action to be implemented where relevant if an appeals process results in a decision that supports the appellant
- No disadvantage to be borne by the appellant for commencing an appeals process
- Costs for accessing external appeals mechanisms are reasonable and minimised

Under AIFE's *Student Appeals Policy and Procedure*, all appellants have the right to seek external avenues of appeal if they are dissatisfied with the outcome of internal appeals processes. If any appellant is dissatisfied with the outcome of an appeal a written request to AIFE should be made within 20 days of the outcome of the internal appeal.

A number of external appeal avenues exist for students depending on the nature of the issue. Key agencies and bodies for consideration of an external appeal include:

- The [Resolution Institute](#) which is an external body specialising in dispute resolution by mediation or arbitration.
- Where relevant, and by mutual agreement with the student, AIFE may nominate an independent external mediator to manage an external appeal process.

Where a student elects to utilise the above services, AIFE will agree with the student a reasonable contribution of costs ensuring that the cost to students is not prohibitive and is minimal.

Students also have the option of seeking a mediator or legal advice at their own expense.

Following the outcome of the mediation, a report including any recommendations arising, will be reported to the student and to AIFE's CEO. AIFE will respond to the student in writing within ten (10) working days following receipt of the external appeal including agreed actions.

AIFE agrees to be bound by agreed recommendations arising from the external appeal process with any necessary actions implemented within twenty (20) working days of receipt of the external mediator's report.

More information on AIFE's student grievance and appeals process can be found in the:

- *Student Grievance Policy and Procedure* at <https://aife.edu.au/for-students/aife-policies-and-procedures/>

An overview of AIFE’s student appeals process is depicted in the chart below.

