



AUSTRALIAN STUDY LINK INSTITUTE

Level 2, 123 Lonsdale St
Melbourne, VIC 3000, Australia
Phone: +61 3 9639 9951 | Website: www.asli.vic.edu.au
CRICOS No: 03483G | RTO No : 40794

Student Handbook



RTO Connect Pty Ltd t/a Australian Study Link Institute (ASLI)

CAMPUS ADDRESS: Level 2, 123 Lonsdale Street, Melbourne VIC 3000

RTO ID: 40794 | CRICOS Number: 03483G

PH: +61 3 9639 9951 | Email - info@asli.vic.edu.au OR sso@asli.vic.edu.au



At Australian Study Link Institute, we acknowledge the Traditional Owners and Custodians of Country throughout Australia and acknowledge their continuing connection to land, water, and community. We pay our respects to the people, the cultures, and the Elders past and present and emerging. We are an inclusive organisation and respect people of all backgrounds, genders, sexualities, cultures, bodies and abilities.



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Our Commitment to Traditional Custodians

Australian Study Link Institute respectfully acknowledges the Traditional Custodians of the lands on which our campus is located. We recognise their deep and enduring connection to the land, waterways, skies, and community, a connection that has existed for tens of thousands of years and continues to this day.

We pay our respects to Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples. We honour their resilience, cultures, spiritual beliefs, languages, and the rich knowledge systems that have been passed through generations.

As an education provider, we acknowledge the invaluable contributions of Aboriginal and Torres Strait Islander peoples to learning, storytelling, and the continuation of knowledge. We are committed to fostering a culturally inclusive and respectful learning environment that recognises and supports the voices, rights, and aspirations of First Nations peoples.

May we continue to walk together in a spirit of reconciliation, learning, and shared respect.





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ASLI proudly embraces diversity in all its forms. We are committed to providing a safe, supportive, and inclusive learning environment for all students, regardless of gender identity, sexual orientation, cultural background, ability, faith, or age.

We stand with the LGBTQI+ community and recognise the unique challenges and contributions of LGBTQI+ students and staff. Discrimination or harassment of any kind is not tolerated. Our student support team is trained to offer respectful, confidential assistance to LGBTQI+ individuals. We ensure that our policies, practices, facilities, and services are inclusive and affirming.

At ASLI, you are seen, heard, and supported just as you are.





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Welcome to Australian Study Link Institute

From the Chief Executive Officer,

Thank you for considering Australian Study Link Institute (ASLI) for your educational study journey in Australia!

We endeavour to make your stay in Australia productive and enjoyable. We pride ourselves not only in fostering academic excellence but also in making our students' educational experience so satisfying that they will remember it fondly. We have dedicated professional staff members to support students and help them with their transition to Australia.

On behalf of our staff and trainers I warmly welcome you to Australian Study Link Institute ("ASLI").

This Student handbook has been developed to provide you with important information to make an informed decision about your future study plans. It contains information about the courses we offer, fees and costs, admission procedures at ASLI and other vital information.

It also outlines processes and policies to help you understand your rights and responsibilities as a prospective or current student.

At ASLI, we are committed to fostering an inclusive, culturally respectful, and supportive learning environment. We prioritise student wellbeing and encourage all students to engage with our support services when needed. Your voice matters we welcome your feedback as a valued contributor to the continuous improvement of our training and support systems.

We look forward to welcoming you to our vibrant and diverse community within ASLI and the broader Australian environment.

Mr. Pawandeep Singh Aulakh
The CEO
Australian Study Link Institute Pty Ltd. | ASLI



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About Australian Study Link Institute

(including Vision, Mission and Objectives)

Australian Study Link Institute (ASLI) is a Registered Training Organisation (RTO) and an accredited Vocational Education and Training (VET) provider providing high-quality training to students in Australia. ASLI is registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and provides CRICOS registered courses to overseas students. Located in Melbourne's Commercial Business District (CBD), ASLI has easy access to public transport, shopping centres, restaurants, and entertainment centres.

Australian Study Link Institute aims to support students to achieve their lifelong educational and career goals by offering a range of nationally accredited vocational courses, we are committed to delivering education that is not only compliant and high-quality, but also inclusive, culturally respectful, and student focused. Our approach includes individualised support, intervention strategies for students at risk, and access to wellbeing and counselling services.

At ASLI, we understand the aspirations of our students and have shaped our philosophy around delivering premium, industry-relevant education that prepares learners for the workforce or further study. The Institute is proud to foster a welcoming, safe, and inclusive learning environment for students of all backgrounds, including international, First Nations, and LGBTQI+ students.

By focusing on both theoretical and practical knowledge, ASLI bridges the gap between training and industry needs. Our training and assessment strategies are regularly reviewed in consultation with industry stakeholders to ensure relevance and quality. Committed to a remarkable student experience, our qualified and passionate team ensures that every student has a unique and rewarding learning journey.

We also value student feedback as a core part of our continuous improvement process helping us tailor our services and support systems to meet evolving needs.

If there are any queries about our Institute or courses, please feel free to contact us by phone, email, or in person. Our contact details are listed below.

ADDRESS

Campus Location

Level 2, 123 Lonsdale Street, Melbourne VIC 3000
ASLI Commercial Kitchen-4-6 Baxter Street, Coburg VIC 3058

Contact Information

Tel: +61 9639 9951 | 1300 200 839
Email: info@asli.vic.edu.au | sso@asli.vic.edu.au
Web: <https://asli.vic.edu.au/>



Our Vision

Our vision is to offer courses that meet the expectations of students in line with flexibility of study, work focused material and assessment and reasonable cost that meets the expectations of our diverse student cohort.

We are committed to providing inclusive and culturally safe learning environments that uphold the principles of equity, diversity, and student wellbeing in accordance with the Outcome Standards for RTOs 2025 and the National Code 2018.

Our Mission

We encourage our students to pursue meaningful study that will foster a strong contribution to their community within Australia and their home countries and to build a foundation for lifelong learning. We encourage free and open thinking, critical evaluation of knowledge and information and balanced opinion and conclusion.

Our mission includes supporting overseas students in a manner that meets their unique needs and aligns with the ESOS Act 2000, promoting fair and ethical education services, and ensuring access to appropriate support, training, and wellbeing services.

Our Objectives

In recognition of this mission, our objectives are:

- **People.** We strive to attract, recruit, and retain talented, competent, and committed trainers. We promote excellent performance through leadership and professional development.
- **Safety & Equality.** We are committed to providing an environment which is safe, equitable and which promotes a confident and productive training and assessment environment. We uphold the principles of diversity, cultural safety, and inclusion, particularly for First Nations learners and overseas students, as required under the Standards for RTOs 2025.
- **Integrity & Ethics.** We conduct ourselves in accordance with shared and agreed standards of behaviour which holds ethical conduct and integrity as our highest priorities.
- **Quality committed.** We aspire to deliver consistent, quality services and apply quality systems which support training and assessment excellence.
- **Learner Focused.** We thrive on providing training and assessment that is learner focused and which supports lifelong learning. We respect our students and strive to attract them time after time through high quality training and assessment experiences. We ensure learners are properly informed, supported, and protected.
- **Industry Engagement.** We recognize the value of industry engagement as the driving force in shaping our training and assessment strategies. We deliver training and assessment services which are found on industry needs and expectations. We actively seek and apply meaningful feedback from industry, employers and community stakeholders to inform the design and delivery of training



Living in Australia

Australia is an ethnic melting pot. It is a country known for its world-famous natural wonders, diverse landscapes and a vibrant multicultural society that practices almost every religion and lifestyle. Since 1945, more than six million people from across the world have come to Australia to live.

There are 226 languages spoken in Australia after English, with Mandarin now the most spoken language other than English, followed by Italian, Greek, Cantonese, and Arabic. The island continent is almost as big as the USA but has a population of approximately over 27 million people (most of whom live within 50 kilometres of the coast). Australia's coastline stretches almost 50,000 kilometres and has more beaches (over 10,000) than any other country. Inland, there are vast areas of semi-arid and desert areas.

All major cities, and the nation's capital, offer exciting lifestyles, great cultural attractions, and a safe quality of life.

Multiculturalism

More than 100 ethnic groups are represented in Australia, making it one of the most culturally diverse countries in the world. Australia's dynamic multiculturalism can be attributed to its unique combination of indigenous cultures, early European settlement, and immigration from all parts of the world.

Australians value the wealth of cultural diversity and social sophistication that international students bring to our campus and communities. ASLI takes great care in looking after international students and helping them to adjust to the Australian way of life. International students also gain great benefits from their education in Australia and make lifelong friendships.





Language

Although English is the official language, more than 4 million Australians speak a language other than English, more than 800,000 speak an Asian language, the most common being Mandarin, followed by Cantonese and Vietnamese, and another 800,000 speak a European Union language. English, as it is spoken in Australia, is easily understood by nearly all people from other English-speaking nations. As you improve your English, you will learn some of Australia's colourful and often humorous slangs and have fun explaining the meanings to friends and relatives.

Religion

Australia is predominantly a Christian country; however, all religions are represented. Australians respect the freedom of people to practice their choice of religion. Churches, mosques, temples, Gurudwara and synagogues are in most major cities.

Healthcare

Australia has a very good healthcare system. All Australians pay a Medicare levy (additional tax) to fund the public health system to ensure that everyone has access to public-system doctors, hospitals, and other healthcare services. People who pay extra into private health insurance funds receive extra privileges when using private healthcare services. You will find the usual healthcare services available in Australian suburbs including GPs (doctors), dentists, osteopaths, chiropractors, psychologists, counsellors, and many complementary healthcare practitioners too (traditional Chinese medicine, naturopathy, acupuncture, kinesiology, etc.).

International students studying in Australia are required to have Overseas Student Health Cover (OSHC) for the duration of their student visa to help them cover their cost of medical and hospital care while they are in the country.

Food

Australia has a fantastic variety of food. Its top-quality meat, fish, fruits, and vegetables are exported to markets worldwide. There is a large range of fruit and vegetables available at Australian produce markets.

Students should have no difficulty finding the foods that they are used to at home. Students can have almost every type of cuisine in Australia's many restaurants and cafés. Ethnic restaurants offer cuisines from all around the world. Good food at reasonable prices can be found at bistros, cafés, and Aussie pubs. For those who like takeaway, most of the major global fast-food chains are well represented.

Sports and Recreation

Australians are very keen on sports and outdoor activities and have gained worldwide reputation as tough competitors in individual and team sporting events. Australia has more than 800 national sporting organisations and thousands of state and regional sporting bodies. Australians are also enthusiastic about bushwalking, fishing, boating, and water sports.

Transport

Australia has an extensive public transport system that includes trains, buses, tramways, ferries, two major national airlines and several regional airlines.



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Driving

Tourist visa holders and students may drive in Australia on a valid overseas driver's license, but if the document is not in English, visitor must carry a translation with the permit.

An international driver's license alone is not sufficient. Different states in Australia have different driving licence conditions.

For example, as per the regulations, in state Victoria (includes Melbourne), International students can use their overseas licence for the first six months of living in Victoria (after that, students will need Victorian licence instead). This rule has been applicable from 29th October 2019. Hence, Students need to have Victorian licence to be able to drive in Victoria.

Taxis

Metered taxicabs operate in all major cities and towns. Students can find taxi ranks at transport terminals, main hotels or shopping centres or can hail taxis in the street. A light and sign on the roof indicate if a taxi is vacant. There is a minimum charge on hiring and then a charge per kilometre travelled. You do not need to tip taxi drivers.



Uber

Uber services are also available at the airport and there is a designated pick-up place available outside the airport for Uber customers.

Telephones and Wi-Fi Connections

Australia has a modern telecommunications system with mobile and internet access generally available at low cost. Overseas calls can be made over the internet data which also includes video calling.

Internet Data: Wi-Fi is available free in most public places, with paid options also widely available.

Airport and a few shopping malls have free Wi-Fi available. Most of the shared accommodations have Wi-Fi services available through which the students can make overseas phone calls and video calls.



Students can avail pre-paid and/or post-paid Sims depending upon their suitability and requirements of the students. Lowest pre-paid Sims and plan costs around \$12-\$15. The cost of pre-paid and post-paid plan keeps increasing as per your requirements, for example, more internet data and overseas calling minutes may cost you more than the plan with fewer internet and overseas calling minutes. However, there are many providers like Vodafone which give student discounts.

Budgeting

Students should work out a budget that covers accommodation, food, transport, clothing, and entertainment. Childcare, if applicable, should also be considered. For more information on living in Australia, and costs, visit <https://www.studiesinaustralia.com/studying-in-australia/living-in-australia/banking-in-australia>

Travel

During the term breaks, students may like to venture beyond Melbourne to experience more of Australia's spectacular natural environment and great physical beauty, such as great ocean road, marine parks and national parks (The Great Barrier Reef, Kakadu, and Uluru), the Queensland rainforests and the pristine countryside and mountains of Tasmania. Student and backpacker travel agents in metropolitan cities offer cheap flights and package deals.

Money and Banks

Australian currency is the only legal tender in Australia. When students first arrive, money from other countries can be changed at the exchange facilities located at international airports, banks and major hotels. Travellers' cheques are easier to use if already in Australian dollars, however, banks will cash travellers' cheques virtually in any currency. Major hotels and some shops, depending on individual store policy may also cash travellers' cheques.



It is a good idea to set up an Australian bank account. You will need to provide visa details and evidence of residency. Banking services in Australia are extremely competitive. All major banks have branches in cities and regional centres. Major Banks include ANZ, Westpac, National Bank, Commonwealth Bank. Community banks, like Bendigo Bank are a popular alternative. Most shopping centres have Automatic Teller Machines (ATM) facilities. These machines can be used for deposits and, in many instances, withdrawals 24-hours-a-day. Many department stores, supermarkets and specialist shops have electronic transfer terminals (EFTPOS) where cash withdrawals can also be made in addition to purchasing goods.



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More information on banking is available at <https://www.studiesinaustralia.com/studying-in-australia/living-in-australia/banking-in-australia>. Normal bank trading hours are from Monday to Thursday - 9.30 am – 4.00 pm, Friday - 9.30 am – 5.00 pm and some banks are open Saturday mornings. The timings may vary.

Credit Cards

Credit cards are widely accepted around Australia. The most commonly accepted credit cards are Visa and MasterCard.

Currency

Australia uses a dollars and cents system of decimal currency with 100 cents in a dollar. The bank notes in use are \$5, \$10, \$20, \$50 and \$100. Coins used are the silver-coloured 5 cent, 10 cent, 20 cent and 50 cent coins and the gold-coloured \$1 and \$2 coins.

Tipping

Tipping is not the general custom in Australia and service charges are not added to accounts by hotels and restaurants.

Finding Accommodation

The following types of accommodation are available for international students.

Home Stay

This option is an opportunity for students to live in a private home, with a local family, couple or single person and learn about Australian life. You may need to compromise with living arrangements as you will need to fit in with the household's routines and expectations. You will need to think about the things that are important to you. You may need to ask about how adaptable mealtimes are in relation to your studies and other commitments. There are different types of homestay arrangements:

Cost: \$400-468 per week

(**Note:** this figure reflects full-package homestay rates. The Accommodation Expenses table later in this section shows a broader market range of \$235–\$325/week. Please verify current rates with providers.)

Full Board

Usually includes a furnished room (bed, desk, lamp, and wardrobe), three meals per day and bills (electricity, gas and water, but not telephone and internet). Some homestay providers may even do your laundry.

Cost: A\$110.00 - A\$270.00 per week

Half Board

Usually includes a furnished room (bed, desk, lamp, and wardrobe) and bills (electricity, gas and water, but not telephone and internet). You can use the cooking and laundry facilities in the house.

Cost: A\$ 80.00 - A\$ 100.00 per week



Lease/Rent

Renting an apartment or house is done through a real estate agent. You must sign a contract called “lease” to rent the house, either month-by-month or sometimes a 6-month, 12-month or 2-year lease is required. The lease entitles you to private use of the property for the duration of the lease. The advantage of this is privacy and independence.

You must pay a bond (the equivalent of one month's rent, to cover any damage you may do to the premises).

You are responsible for paying all bills (except council rates), maintenance of the property and providing all your own furniture and household items.

If you choose a house or apartment in a popular area, there will be much competition. The real estate agent selects the tenants who they believe are the most stable and able to meet the requirements of the lease.

Cost (shared accommodation): A\$185.00 - A\$442.00 per week (unfurnished)

(**Note:** The Accommodation Expenses table later in this section lists a different range of \$95–\$215/week for shared rentals. Both figures are indicative; please refer to the cost-of-living calculator at <https://costofliving.studyaustralia.gov.au/> for the most current data.)

Useful internet sites for student housing are:

- <http://homestaydirect.com.au>
- <http://gumtree.com.au>
- <http://flatmatefinders.com.au>
- <http://www.studymelbourne.vic.gov.au>

Useful rental accommodation websites are:

- www.realestate.com.au
- www.domain.com.au
- www.realestateview.com.au

Note: The rates mentioned above may vary annually due to inflation, changes in currency values, and other factors. For the most current and up-to-date information, please refer to: <https://costofliving.studyaustralia.gov.au/>





Living around Melbourne

Melbourne is the capital city of Victoria with a population of over 4 million people. It is Australia's second-largest city. The city offers wonderful experiences, a great climate, friendly people, and quality education. Situated on the Yarra River and around Port Phillip Bay, the city has beautiful beaches and excellent water sports facilities. It is a spacious city with many parks & gardens, sporting venues, and scenic attractions.

One-quarter of Melbourne's population was born overseas, making it one of the world's most multicultural cities. Melbourne has consistently been ranked among the world's most liveable cities by international indices.

Climate

Melbourne has a temperate climate with four distinct seasons:

Winter (June - August) Temperatures range from 10-15°C

Spring (September - November) Temperatures range from 17-22°C

Summer (December - February) Temperatures can rise above 35°C

Autumn (March - May) Temperatures range from 17-24°C



Events and Entertainment

Melbourne is a cosmopolitan city that is full of life. The city hosts a variety of festivals, cultural and sporting events, including the Australian Grand Prix, the Australian Open, the Spring Racing Carnival, Melbourne International Arts Festival, Melbourne Food and Wine Festival, Spring Fashion Week and the Melbourne Fringe Festival, Melbourne International Comedy Festival, Chinese New Year Parade, and Moomba Parade.

Melbourne is Australia's festival capital, with free events held in city and community venues each month. The city's beautiful green and spacious surrounds are very attractive for social, sporting, and other outdoor activities. There are plenty of opportunities for international students to have an enjoyable time with friends.

Study

Melbourne boasts an abundance of fine universities and colleges with international reputations. For this reason, Melbourne is the best student city in the country and an ideal place to study for students.

Transport

Melbourne has an excellent public transport system with trains, trams and buses providing an extensive network throughout the city and suburbs. Taxis are plentiful and safe and are available 24 hours a day.

Useful Websites: www.ptv.vic.gov.au | www.studymelbourne.vic.gov.au | <https://www.studyaustralia.gov.au/>



Services and Facilities

Australian Study Link Institute (ASLI) is committed to the success of its international students. ASLI offers a wide range of support services for students throughout their studies at ASLI.

Orientation Sessions

Many students find life in Australia quite different from life in their home country, therefore, ASLI organises regular orientation day to help students become familiar with Australian culture and customs and to introduce students to the institute and its services.

All students are required to attend an orientation information session. This session details many aspects of living and studying in Australia and introduces students to study and life in Australia.

Orientation sessions include information about enrolment, facilities and services available, Australian culture and customs, safety in Melbourne, and support services available for students to adjust to study and life in Australia. Orientation sessions are a great way of meeting other students.

Cost of Living

Australia provides good quality and affordable accommodation. As per the Department of Home Affairs, 12 month living costs for students is AUD29,710, partners coming with you is AUD10,394 and for each a child coming with you is AUD4,449. The Financial Capacity Requirement for student and student guardian visas has increased from \$24,505 to \$29,710 effective 10th May 2024.

To know more please refer the DHA website <https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500#HowTo> and study Australia website <https://www.studyaustralia.gov.au/en/life-in-australia/living-and-education-costs> Australia provides good quality and affordable accommodation. Students will need \$29,710 per year (excluding tuition) to cover living expenses including accommodation, food, transport, entertainment, clothing and books.

Accommodation / Rentals \$234 to \$442 per week Managed Apartment Approx \$414 and Other living expenses e.g. Groceries, phone, internet, public transport, travel and entertainment etc. \$24 to \$392. These prices are indicative only. For more accurate, detailed information refer to this calculator: <https://costofliving.studyaustralia.gov.au/>

Accommodation Expenses

• Hostels and Guesthouses	-	\$90	to	\$150 per week
• Shared Rental	-	\$95	to	\$215 per week
• Homestay	-	\$235	to	\$325 per week
• Rental	-	\$185	to	\$440 per week

Other Living Expenses

• Groceries and eating out	-	\$140	to	\$280 per week
• Gas, electricity	-	\$10	to	\$20 per week
• Phone and Internet	-	\$15	to	\$30 per week
• Public transport	-	\$30	to	\$60 per week
• Car (after purchase)	-	\$150	to	\$260 per week
• Entertainment	-	\$80	to	\$150 per week



Student Banking

International Students can now open a bank account before they arrive in Australia. Most leading banks offer a comprehensive range of personal, business, and institutional banking products and services. By choosing a major Australian bank, students can be assured their money is safe; and bank branches, ATMs and other banking services are conveniently accessible.

For further information on how to open a bank account online, simply visit any of the major four banks listed below or one of the smaller banks:

- **Commonwealth Bank of Australia:**
<https://www.commbank.com.au/personal/can/moving-to-australia.html>
- **Westpac Bank**
<http://www.westpac.com.au/personal-banking/student-banking/s-international-students/organise-australian-bank-acc/>
- **ANZ Bank**
<http://www.anz.com/personal/bank-accounts/banking-for-life-changes/international-students/>
- **National Australia Bank (NAB)**
<https://www.nationalaustraliabank.com/nabglobal/en/banking/migrant-banking/study-in-australia>
- **Further information may be sourced at 'Studies in Australia':**
<http://www.studiesinaustralia.com/studying-in-australia/banking-in-australia>



Education and Childcare

Students who are coming to Australia with family members need to be aware of the costs associated with education and childcare in Melbourne. Students are advised to research the resources available prior to arrival in Australia. The following websites offer detailed information: <https://www.studyaustralia.gov.au/>

Find an Early Childhood Service or School: <http://www.education.vic.gov.au/findaservice/home.aspx>



Why Study at ASLI?

Better Career Outcomes

ASLI's government accredited, and internationally recognised courses will help you achieve your career goals. ASLI does not guarantee any job or employment outcomes.

Experienced Staff

ASLI employs experienced, industry-aware trainers who are committed to promoting a culture of learning, achievement, and ambition. Trainers are involved in frequently developing their skills and knowledge as per the current market changes by undertaking professional development activities and sessions.

VET Qualification

Vocational Education and Training is a distinctive style of learning. It teaches practical, trade relevant skills that are highly prized by employers. Assessment is based on achieving competency levels. ASLI adheres to the Standards for NVR Registered Training Organisation.

ASLI delivers nationally recognised qualifications in accordance with the Standards for Registered Training Organisations (RTOs) 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).





Student Service Focus

Staff at ASLI understands the many challenges students face when studying away from their home country. Every effort is made to assist students to make the transition to their new surroundings and help them to feel at home. ASLI actively collects and analyses student feedback to ensure ongoing quality and continuous improvement across all services and training delivery. We regularly consult with students to gather feedback on their experience at ASLI and continuously develop and improve our services accordingly. The result is a supportive and safe environment that enables students to perform at their best.

Registration

Australian Study Link Institute (ASLI) is a registered Training Organisation (RTO) under the national regulator for Australia's vocational education and training sector, ASQA (The Australian skills Quality Authority). ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

ASLI meets all the requirements for registration and adheres to the VET Quality Framework that comprises the Standards for NVR Registered Training and the evolving Standards for RTOs 2025, ensuring training and assessment is industry-relevant, student-centred, and outcomes-focused and the Australian Qualification Framework (AQF). These standards are used by ASQA as an instrument in protecting the interests of all students undertaking vocational education and training in Australia. ASLI is also registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and provides CRICOS registered courses to overseas students.

ESOS ACT 2000, National Code 2018 and CRICOS

Australia has a reputation of a safe, progressive, and dynamic place to study, and we maintain the reputation by providing quality education to overseas students. The Education Services for Overseas Students (ESOS) Act 2000 <https://www.legislation.gov.au/C2004A00757/latest/text> and associated legislation such as the National Code 2018 is the legal framework governing the responsibility of education institutions towards overseas students. The framework provides a consistent national approach to the registration of education providers so that the quality of the training, and the care of students, remains high.

ASLI is a CRICOS-registered provider (Commonwealth Register of Institutions and Courses for Overseas Students), which means we comply with the requirements of the ESOS legislative framework, including the National Code 2018 and the Standards for RTOs 2025, to ensure the rights and welfare of overseas students are protected. For more information about CRICOS registration, visit: <https://cricos.education.gov.au>

Pathways

Graduates of ASLI may seek credits to the relevant degree programs in Australian universities. ASLI has no special arrangements with any Australian university and there is no guaranteed entry into university programs.



Enrolment Information

This handbook has been developed to provide prospective students with important information which will allow them to make an informed decision about their future study plans. It contains information about the courses we offer, the location where these courses will be delivered, duration of the courses including holiday breaks, the modes of delivery, fees and costs, admission procedures at ASLI, training arrangements and other vital information. It also provides different processes and procedures which will help you understand more about your rights and responsibilities as a prospective or current student at ASLI.

Students must read this handbook carefully in full before making an application. Students are encouraged to contact ASLI and talk to one of our friendly, informed staff members if they are unsure about any information included in this or have any questions.

Students must complete the **Application for Admission Form** and **Pre-Training Review Section** (attached within the Application for Admission Form) and send the completed forms along with all the relevant documents and the Application fee to ASLI. You can also submit your application through one of our authorised Education Agents. A list of approved Education Agents can be found on our website www.asli.vic.edu.au.

ASLI will assess student's needs by conducting Pre-Training Review (PTR). PTR will be conducted prior to the enrolment to review student's current competencies, student needs, English level, and support requirements including their oral communication skills, to enrol them in the most appropriate course to achieve their intended outcomes.

Applicants are required to fill up the PTR Section with the application for admission form and answer all the questions in a true and correct manner. Students are required to attempt a Language, Literacy, Numeracy (LLND) and digital skills test which will be conducted prior to enrolment in order to determine any support needs (if ACSF support plan required) and assess the suitability of the chosen training product

Any competencies previously acquired will be identified during PTR and the most appropriate qualification for that student to enrol in will be ascertained, including consideration of the likely job outcomes from the development of new competencies and skills (Recognition of Prior Learning (RPL) or Credit Transfer). One of our staff will conduct a PTR face to face or call to verify the answers provided by the students. ASLI may also verify evidence provided by you of your IELTS/equivalent test score and secondary school certificate.

ASLI will issue a Letter of Offer to successful applicants after successful PTR, LLND test and once all the documents have been verified. The offer letter will include all detailed instructions and conditions for accepting the student agreement. You must carefully read and sign the written agreement, pay the fee requested in the student's written agreement and send it to ASLI. ASLI will not accept any course fees without a student's written agreement.

Students for each course will be selected in a manner that reflects ASLI's access and equity principles. Completion of the student's application for admission form does not imply that ASLI will make an offer to you. You will also be notified if you do not meet the entry requirements.

Once the completed written student's agreement and fee is received (and cleared by the bank) ASLI will issue a Confirmation of Enrolment (COE) If a student has an ACSF support plan (LLND) in place, they must adhere to the requirements outlined in that plan. Please refer to **Enrolment Kit** available on the ASLI website for more information on Enrolment.



AUSTRALIAN STUDY LINK INSTITUTE

Level 2, 123 Lonsdale St
Melbourne, VIC 3000, Australia
Phone: +61 3 9639 9951 | Website: www.asli.vic.edu.au
CRICOS No: 03483G | RTO No : 40794

Courses Offered

Course Code and Course Name	CRICOS Course Code	Duration (including holiday breaks)	*Study Period (weeks)	Total tuition fee (AUD)	Non-Tuition Fee (AUD)	Total Course Fee (AUD)
BSB40520 Certificate IV in Leadership and Management	106803F	40 Weeks (including holiday breaks)	2 Study Periods	\$20,000	\$3,500	\$23,500
BSB50420 Diploma of Leadership and Management	104633B	52 Weeks (including holiday breaks)	2 Study Periods	\$25,000	\$5,500	\$30,500
BSB60420 Advanced Diploma of Leadership and Management	107072F	52 Weeks (including holiday breaks)	2 Study Periods	\$25,000	\$5,500	\$30,500
BSB80120 Graduate Diploma of Management (Learning)	107073E	52 Weeks (including holiday breaks)	2 Study Periods	\$25,000	\$5,500	\$30,500
CHC33021 Certificate III in Individual Support	120964E	56 Weeks (including holiday breaks)	2 Study Periods	\$25,000	\$5,500	\$30,500
CHC43315 Certificate IV in Mental Health	120965D	40 Weeks (including holiday breaks)	2 Study Periods	\$20,000	\$3,500	\$23,500
CHC43121 Certificate IV in Disability Support	120966C	38 Weeks (including holiday breaks)	2 Study Periods	\$20,000	\$3,500	\$23,500
CHC52025 Diploma of Community Services	120967B	94 Weeks (including holiday breaks)	4 Study Periods	\$45,000	\$10,500	\$55,500
SIT30821 Certificate III in Commercial Cookery	109844F	56 Weeks (including holiday breaks)	2 Study Periods	\$25,000	\$5,500	\$30,500
SIT40521 Certificate IV in Kitchen Management	109502F	92 Weeks (including holiday breaks)	3 Study Periods	\$45,000	\$10,500	\$55,500
SIT50422 Diploma of Hospitality Management	112633B	64 Weeks (including holiday breaks)	3 Study Periods	\$40,000	\$8,000	\$48,000
SIT60322 Advanced Diploma of Hospitality Management	112634A	92 Weeks (including holiday breaks)	4 Study Periods	\$45,000	\$10,500	\$55,500



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***Study Period** - each study period for the course mentioned above ranges between 12 to 26 weeks.

Contact institute for latest information on the study period at +61 396 399 951 or email your request to info@asli.vic.edu.au.

Students are required to attend a minimum 20 scheduled course contact hours per week for the qualification they wish to undertake at ASLI.

Application Fees: \$500

****For Commercial Cookery, Kitchen, and Hospitality Management qualifications only:** Students are required to complete Work Based Training as part of SIT (Commercial Cookery, Kitchen, and Hospitality Management) qualifications and it will be completed in a workplace commercial kitchen. An induction for WBT students would be conducted at the institute and workplace induction will be conducted at the workplace before the commencement of WBT. For more information on WBT and entry requirements, please refer to Enrolment Kit available on ASLI website www.asli.vic.edu.au.

****For CHC Qualifications only:** Students are required to complete Work Based Training as part of their course, and it will be completed in an approved community services, aged care, disability, mental health, individual support, or other relevant workplace relevant to the qualification. An induction for WBT students will be conducted at the institute and workplace induction will be conducted at the workplace before commencement of WBT. Students may be required to obtain and provide relevant checks and clearances before commencing WBT, such as a National Police Check, Working with Children Check (WWCC), NDIS Worker Screening Check, immunisation evidence, medical clearance, or any other requirement specified by ASLI, the host workplace, legislation, or placement agreement.

Delivery Mode

For BSB qualifications: Classroom based Face to Face theory learning.

For SIT Qualifications: Classroom based Face to Face theory learning and practical training at ASLI's Commercial Kitchen with access to a simulated environment.

For CHC Qualifications: Classroom based Face to Face theory learning, practical training at ASLI's simulated environment classroom, and Work-Based Training at workplace.

Please Note: Students are required to attend a minimum 20 scheduled course contact hours per week.

Delivery Location

Classroom based Face to Face delivery Location (On Campus): Level 2, 123 Lonsdale Street, Melbourne, Victoria 3000, Australia

Practical training location for SIT Qualifications: Practical training component of the SIT qualifications will be delivered at ASLI's commercial kitchen at 4-6 Baxter Street, Coburg, Victoria 3058.

Practical training location for CHC Qualifications: Simulated environment classroom at Level 2, 123 Lonsdale Street, Melbourne, VIC, 3000

For SIT Qualifications

It is a mandatory requirement for students undertaking Commercial Cookery, Kitchen, and Hospitality Management qualifications to have a kitchen kit to enter the kitchen and to be able to undertake training in the kitchen effectively. Kitchen kit includes a chef dress, knife kit and safety shoes. Students are required to buy chef dress and knife kit from ASLI only. Kitchen Kit & Uniform - **\$350**. Students will have to buy safety shoes separately for the kitchen classes which are mandatory.

Note: Details of course information can be obtained by visiting our website. <http://www.asli.vic.edu.au/>. Alternatively, students can also contact student's administration on +61 396 399 951, 1300 200 839 or email their request at sso@asli.vic.edu.au



Course Information

BSB40520 Certificate IV in Leadership and Management

Course Description: This qualification reflects the role of individuals working as developing and emerging leaders and managers in a range of enterprise and industry contexts.

As well as assuming responsibility for their own performance, individuals at this level are likely to provide leadership, guidance, and support to others. They may also have some responsibility for organising and monitoring the output of teams. They apply solutions to a defined range of predictable and unpredictable problems and analyse and evaluate information from a variety of sources.

Volume of Learning: 730 hours.

Course Structure: To achieve this qualification, students must complete the following 12 units of competency.

- 5 core units
- 7 elective units

Core Units

Unit Code	Unit Title
BSBLDR411	Demonstrate leadership in the workplace
BSBLDR413	Lead effective workplace relationships
BSBOPS402	Coordinate business operational plans
BSBXCM401	Apply communication strategies in the workplace
BSBXTW401	Lead and facilitate a team

Elective Units

Unit Code	Unit Title
BSBWRT411	Write complex documents
BSBCRT411	Apply critical thinking to work practices
BSBTWK401	Build and maintain business relationships
BSBWHS411	Implement and monitor WHS policies, procedures and programs
BSBPEF402	Develop personal work priorities
BSBPMG430	Undertake project work
BSBPEF502	Develop and use emotional intelligence

Assessment Methods:

All assessments of units of competency will be conducted according to the assessment guidelines and competency standards of the official Training Package for this qualification. Students will be required to perform in a range of areas including observations, case study, projects, assignments, presentations, written questions, role play etc.



All assessments are conducted in accordance with the Principles of Assessment (fairness, flexibility, validity, reliability) and Rules of Evidence (validity, sufficiency, authenticity, currency), as outlined in the Standards for RTOs 2025.

Compliance Note: This qualification is delivered and assessed in accordance with the Standards for RTOs 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).

Pathways

Pathways from the Qualification: Successful completion may enable the student to apply for BSB50420-Diploma of Leadership and Management.

Employment/Career Pathway: Units in this qualification reflect the knowledge and skills of individuals with significant experience in:

- Supervisor, Team Leader
- Office Manager, Manager

The above pathway information is in line with qualification description on National Training Register (www.training.gov.au) and/or <https://www.myskills.gov.au> , it doesn't imply any job guarantee or job role at the end of the course. ASLI doesn't claim any employment/Job outcome or job guarantee associated with its courses as it will be misleading.



BSB50420 Diploma of Leadership and Management

Course Description: This qualification reflects the role of individuals who apply knowledge, practical skills and experience in leadership and management across a range of enterprise and industry contexts.

Individuals at this level display initiative and judgement in planning, organising, implementing, and monitoring their own workload and the of others. They use communication skills to support individuals and teams to meet organisational or enterprise requirements.

They may plan, design, apply and evaluate solutions to unpredictable problems, and identify, analyse, and synthesise information from a variety of sources.

Volume of Learning: 1200 hours

Course Structure: To achieve this qualification, students must complete the following 12 units of competency.

- 6 core units, plus
- 6 elective units

Core Units

Unit Code	Unit Title
BSBCMM511	Communicate with influence
BSBCRT511	Develop critical thinking in others
BSBLDR523	Lead and manage effective workplace relationships
BSBOPS502	Manage business operational plans
BSBPEF502	Develop and use emotional intelligence
BSBTWK502	Manage team effectiveness

Elective Units

Unit Code	Unit Title
BSBTWK503	Manage meetings
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBWHS521	Ensure a safe workplace for a work area
BSBOPS501	Manage business resources
BSBXCM501	Lead communication in the workplace
BSBFIN501	Manage budgets and financial plans

Assessment Methods

All assessments of units of competency will be conducted according to the assessment guidelines and competency standards of the official Training Package for this qualification. Students will be required to perform in a range of areas including observations, case study, projects, assignments, presentations, written questions, role play etc.



All assessments are conducted in accordance with the Principles of Assessment (fairness, flexibility, validity, reliability) and Rules of Evidence (validity, sufficiency, authenticity, currency), as outlined in the Standards for RTOs 2025.

Compliance Note: This qualification is delivered and assessed in accordance with the Standards for RTOs 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).

Pathways

Pathways from the Qualification: Successful completion may enable the student to apply for BSB60420 Advanced Diploma of Leadership and Management

Employment/Career Pathway: Units in this qualification reflect the knowledge and skills of individuals with significant experience in:

- Sales Team Manager
- Frontline Manager
- Campus Manager
- Executive Officer

The above pathway information is in line with qualification description on National Training Register (www.training.gov.au) and/or www.myskills.gov.au , it doesn't imply any job guarantee or job role at the end of the course. ASLI doesn't claim any employment/Job outcome or job guarantee associated with its courses as it will be misleading.



BSB60420 Advanced Diploma of Leadership and Management

Course Description: This qualification reflects the role of individuals who apply specialised knowledge and skills, together with experience in leadership and management, across a range of enterprise and industry contexts.

Individuals at this level use initiative and judgement to plan and implement a range of leadership and management functions, with accountability for personal and team outcomes within broad parameters. They use cognitive and communication skills to identify, analyse and synthesise information from a variety of sources and transfer their knowledge to others, and creative or conceptual skills to express ideas and perspectives or respond to complex problems.

Volume of Learning: 1200 hours.

Course Structure: To achieve this qualification, students must complete the following 10 units of competency.

- 5 core units, plus
- 5 elective units

Core Units

Unit Code	Unit Title
BSBCRT611	Apply critical thinking for complex problem solving
BSBLDR601	Lead and manage organisational change
BSBLDR602	Provide leadership across the organisation
BSBOPS601	Develop and implement business plans
BSBST601	Manage innovation and continuous improvement

Elective Units

Unit Code	Unit Title
BSBHRM613	Contribute to the development of learning and development strategies
BSBSUS601	Lead corporate social responsibility
BSBST602	Develop organisational strategies
BSBTEC601	Review organisational digital strategy
BSBXCM501	Lead communication in the workplace

Assessment Methods

All assessments of units of competency will be conducted according to the assessment guidelines and competency standards of the official Training Package for this qualification. Students will be required to perform in a range of areas including observations, case study, projects, assignments, presentations, written questions, role play etc.

All assessments are conducted in accordance with the Principles of Assessment (fairness, flexibility, validity, reliability) and Rules of Evidence (validity, sufficiency, authenticity, currency), as outlined in the Standards for RTOs 2025.



Compliance Note: This qualification is delivered and assessed in accordance with the Standards for RTOs 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).

Pathways

Pathways from Qualification: Students may also choose to pathway from this course to a higher education provider. Students can apply for direct credit transfer with Australian universities and higher education providers.

Please note-ASLI has no special arrangements with any Australian university and there is no guaranteed entry into university programs.

Employment/Career Pathway: Units in this qualification reflect the knowledge and skills of individuals with significant experience in:

- Department Manager
- Senior Manager

The above pathway information is in line with qualification description on National Training Register (www.training.gov.au) and/or www.myskills.gov.au, it doesn't imply any job guarantee or job role at the end of the course. ASLI doesn't claim any employment/Job outcome or job guarantee associated with its courses as it will be misleading



BSB80120 Graduate Diploma of Management (Learning)

Course Description: This qualification reflects the role of individuals who apply highly specialised knowledge and skills in the field of organisational learning and capability development. Individuals in these roles generate and evaluate complex ideas. They also initiate, design, and execute major learning and development functions within an organisation. Typically, they would have full responsibility and accountability for the personal output and work of others.

This qualification may apply to leaders and managers in an organisation where learning is used to build organisational capability. The job roles that relate to this qualification may also include RTO Manager and RTO Director.

Volume of Learning: 1200 hours.

Course Structure: To achieve this qualification, students must complete the following 8 units of competency.

- 3 core units, plus
- 5 elective units

Core Units

Unit Code	Unit Title
BSBHRM613	Contribute to the development of learning and development strategies
BSBLDR811	Lead strategic transformation
TAELED803	Implement improved learning practice

Elective Units

Unit Code	Unit Title
BSBLDR812	Develop and cultivate collaborative partnerships and relationships
BSBINS603	Initiate and lead applied research
BSBOPS601	Develop and implement business plans
BSBCRT611	Apply critical thinking for complex problem solving
BSBSTR801	Lead innovative thinking and practice

Assessment Methods

All assessments of units of competency will be conducted according to the assessment guidelines and competency standards of the official Training Package for this qualification. Students will be required to perform in a range of areas including observations, case study, projects, assignments, presentations, written question, role play etc.

All assessments are conducted in accordance with the Principles of Assessment (fairness, flexibility, validity, reliability) and Rules of Evidence (validity, sufficiency, authenticity, currency), as outlined in the Standards for RTOs 2025.

Compliance Note: This qualification is delivered and assessed in accordance with the Standards for RTOs 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).



Pathways

Pathways from the Qualification: Successful completion may enable the student to apply for bachelor or degree level courses at other institutions. Please note: ASLI doesn't offer bachelor or degree Level courses and neither guarantees any pathway in to further studies.

Employment/Career Pathway: Units in this qualification reflect the knowledge and skills of individuals with significant experience in:

- RTO Manager
- RTO Director

The above pathway information is in line with qualification description on National Training Register (www.training.gov.au) and/or www.myskills.gov.au, it doesn't imply any job guarantee or job role at the end of the course. ASLI doesn't claim any employment/Job outcome or job guarantee associated with its courses as it will be misleading.



CHC33021 Certificate III in Individual Support

Course Description: This qualification reflects the role of individuals in the community, home or residential care setting who work under supervision and delegation as part of a multi-disciplinary team, following an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason.

These individuals take responsibility for their own outputs within the scope of their job role and delegation. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

Volume of Learning: 1240 hours

Course Structure: To achieve this qualification, students must complete the following 15 units of competency.

- 9 core units
- 6 elective units

Core Units

Unit Code	Unit Title
CHCCCS031	Provide individualised support
CHCCCS038	Facilitate the empowerment of people receiving support
CHCCCS040	Support independence and wellbeing
CHCCCS041	Recognise healthy body systems
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS002	Follow safe work practices for direct client care

Elective Units

Unit Code	Unit Title
CHCAGE011	Provide support to people living with dementia
CHCAGE013	Work effectively in aged care
CHCDIS011	Contribute to ongoing skills development using a strengths-based approach
CHCDIS012	Support community participation and social inclusion
CHCDIS020	Work effectively in disability support
CHCPAL003	Deliver care services using a palliative approach



Assessment Methods

All assessments of units of competency will be conducted according to the assessment guidelines and competency standards of the official Training Package for this qualification. Students will be required to perform in a range of areas including knowledge tests, role plays, case studies, written questions, practical demonstrations, observations, presentations, projects and other assessment tasks as required.

All assessments are conducted in accordance with the Principles of Assessment, including fairness, flexibility, validity and reliability, and the Rules of Evidence, including validity, sufficiency, authenticity and currency, as outlined in the Standards for RTOs 2025.

Compliance Note: This qualification is delivered and assessed in accordance with the Standards for RTOs 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).

Pathways

Pathways from the Qualification: Students wishing to enrol in CHC43121 Certificate IV in Disability Support must meet the specified entry requirements prior to admission and commencement of the course.

Employment/Career Pathway: Units in this qualification reflect the knowledge and skills of individuals with experience in:

- Individual Support Worker
- Disability Support Worker
- Aged Care Support Worker
- Personal Care Assistant

The above pathway information is in line with the qualification description on the National Training Register (www.training.gov.au) and/or www.myskills.gov.au. It does not imply any job guarantee or job role at the end of the course. ASLI does not claim any employment/job outcome or job guarantee associated with its courses, as this would be misleading.



CHC43121 Certificate IV in Disability Support

Course Description: This qualification reflects the role of individuals in a range of community settings and people's homes, who provide support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing.

Workers promote a person-centred approach, work according to and may contribute to an individualised plan, and work without direct supervision. They may also be required to supervise and/or coordinate a small team.

Volume of Learning: 640 hours

Course Structure: To achieve this qualification, students must complete the following 10 units of competency.

- 7 core units, plus
- 3 elective units

Core Units

Unit Code	Unit Title
CHCCCS044	Follow established person-centred behaviour supports
CHCDIS017	Facilitate community participation and social inclusion
CHCDIS018	Facilitate ongoing skills development using a person-centred approach
CHCDIS019	Provide person-centred services to people with disability with complex needs
CHCLEG003	Manage legal and ethical compliance
CHCMHS001	Work with people with mental health issues
HLTWHS003	Maintain work health and safety

Elective Units

Unit Code	Unit Title
CHCCCS004	Assess co-existing needs
CHCMHS007	Work effectively in trauma informed care
CHCPRP003	Reflect on and improve own professional practice

Assessment Methods

All assessments of units of competency will be conducted according to the assessment guidelines and competency standards of the official Training Package for this qualification. Students will be required to perform in a range of areas including knowledge tests, role plays, case studies, written questions, practical demonstrations, observations, presentations, projects and other assessment tasks as required.

All assessments are conducted in accordance with the Principles of Assessment, including fairness, flexibility, validity and reliability, and the Rules of Evidence, including validity, sufficiency, authenticity and currency, as outlined in the Standards for RTOs 2025.

Compliance Note: This qualification is delivered and assessed in accordance with the Standards for RTOs 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).



Pathways

Pathways from the Qualification: Pathways from the qualification: Students wishing to enrol in CHC52025 Diploma of Community Services must meet the specified entry requirements prior to admission and commencement of the course.

Employment/Career Pathway: Units in this qualification reflect the knowledge and skills of individuals with experience in:

- Disability Support Assistant / Officer
- Disability Team Leader
- Care Service Team Leader
- Community Participation Support Worker

The above pathway information is in line with the qualification description on the National Training Register (www.training.gov.au) and/or www.myskills.gov.au. It does not imply any job guarantee or job role at the end of the course. ASLI does not claim any employment/job outcome or job guarantee associated with its courses, as this would be misleading.



CHC43315 Certificate IV in Mental Health

Course Description: This qualification reflects the role of workers who provide self-directed recovery-oriented support for people affected by mental illness and psychiatric disability.

Work involves implementing community-based programs and activities focusing on mental health, mental illness and psychiatric disability. Work is undertaken in a range of community contexts such as community-based non-government organisations, home-based outreach, centre-based programs, respite care, residential services, rehabilitation programs, clinical settings or supporting people in employment.

Work is carried out autonomously under the broad guidance of other practitioners and professionals.

Volume of Learning: 732 hours

Course Structure: To achieve this qualification, students must complete the following 15 units of competency.

- 11 core units, plus
- 4 elective units

Core Units

Unit Code	Unit Title
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
CHCMHS002	Establish self-directed recovery relationships
CHCMHS003	Provide recovery oriented mental health services
CHCMHS004	Work collaboratively with the care network and other services
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
CHCMHS007	Work effectively in trauma informed care
CHCMHS008	Promote and facilitate self-advocacy
CHCMHS011	Assess and promote social, emotional and physical wellbeing
HLTWHS001	Participate in workplace health and safety

Elective Units

Unit Code	Unit Title
CHCCCS007	Develop and implement service programs
CHCCCS019	Recognise and respond to crisis situations
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCPRP003	Reflect on and improve own professional practice



Assessment Methods

All assessments of units of competency will be conducted according to the assessment guidelines and competency standards of the official Training Package for this qualification. Students will be required to perform in a range of areas including knowledge tests, role plays, case studies, written questions, practical demonstrations, observations, presentations, projects and other assessment tasks as required.

All assessments are conducted in accordance with the Principles of Assessment, including fairness, flexibility, validity and reliability, and the Rules of Evidence, including validity, sufficiency, authenticity and currency, as outlined in the Standards for RTOs 2025.

Compliance Note: This qualification is delivered and assessed in accordance with the Standards for RTOs 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).

Pathways

Pathways from the Qualification: Students wishing to enrol in CHC52025 Diploma of Community Services must meet the specified entry requirements prior to admission and commencement of the course.

Employment/Career Pathway: Units in this qualification reflect the knowledge and skills of individuals with experience in:

- Mental Health Outreach Worker
- Coordinator Mental Health - Peer Work
- Coordinator Mental Health - Consumer Peer Work
- Drug and Alcohol Worker

The above pathway information is in line with the qualification description on the National Training Register (www.training.gov.au) and/or www.myskills.gov.au. It does not imply any job guarantee or job role at the end of the course. ASLI does not claim any employment/job outcome or job guarantee associated with its courses, as this would be misleading.



CHC52025 Diploma of Community Services

Course Description: This qualification reflects the role of community service workers involved in the delivery, management and coordination of person-centred services to individuals, groups, and communities. At this level, workers have specialised skills in community services and work autonomously within their scope of practice under broad directions from senior management.

Workers support people to make change in their lives to improve personal and social wellbeing and may also have responsibility for the supervision of other workers and volunteers. They may also undertake case management and program coordination.

Volume of Learning: 1568 hours

Course Structure: To achieve this qualification, students must complete the following 20 units of competency.

- 12 core units, plus
- 8 elective units

Core Units

No.	Unit Code	Unit Title
1	CHCCCS004	Assess co-existing needs
2	CHCCCS007	Develop and implement service programs
3	CHCCCS019	Recognise and respond to crisis situations
4	CHCCSM017	Facilitate and review case management
5	CHCDEV005	Analyse impacts of sociological factors on people in community work and services
6	CHCDFV001	Recognise and respond appropriately to domestic and family violence
7	CHCDIV001	Work with diverse people
8	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
9	CHCLEG003	Manage legal and ethical compliance
10	CHCMGT005	Facilitate workplace debriefing and support processes
11	CHCPRP003	Reflect on and improve own professional practice
12	HLTWHS003	Maintain work health and safety

Elective Units

No.	Unit Code	Unit Title
1	CHCCCS033	Identify and report abuse
2	CHCCCS038	Facilitate the empowerment of people receiving support
3	CHCCSL001	Establish and confirm the counselling relationship
4	CHCCDE027	Implement community development strategies
5	CHCCSM012	Coordinate complex case requirements
6	CHCLEG001	Work legally and ethically
7	CHCPRP001	Develop and maintain networks and collaborative partnerships
8	HLTWHS002	Follow safe work practices for direct client care



Assessment Methods

All assessments of units of competency will be conducted according to the assessment guidelines and competency standards of the official Training Package for this qualification. Students will be required to perform in a range of areas including knowledge tests, role plays, case studies, written questions, practical demonstrations, observations, presentations, projects and other assessment tasks as required.

All assessments are conducted in accordance with the Principles of Assessment, including fairness, flexibility, validity and reliability, and the Rules of Evidence, including validity, sufficiency, authenticity and currency, as outlined in the Standards for RTOs 2025.

Compliance Note: This qualification is delivered and assessed in accordance with the Standards for RTOs 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).

Pathways

Pathways from the Qualification: ASLI does not offer the following courses. Students wishing to enrol with another provider must meet the entry requirements of the provider offering the qualification.

- CHC62015 Advanced Diploma of Community Sector Management
- Bachelor of Social Work
- Bachelor of Community Services
- Bachelor of Human Services

Employment/Career Pathway: Units in this qualification reflect the knowledge and skills of individuals with experience in:

- Community and Personal Service Workers
- Family Services Coordinator / Family Support Worker
- Community Development Worker
- Community Care Manager
- Case Support Worker / Manager

The above pathway information is in line with the qualification description on the National Training Register (www.training.gov.au) and/or www.myskills.gov.au. It does not imply any job guarantee or job role at the end of the course. ASLI does not claim any employment/job outcome or job guarantee associated with its courses, as this would be misleading.



SIT30821 Certificate III in Commercial Cookery

Course Description: This qualification reflects the role of cooks who use a wide range of well-developed cookery skills and sound knowledge of kitchen operations to prepare food and menu items. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies, and procedures to guide work activities.

Volume of Learning: 1206 hours.

Course Structure: To achieve this qualification, students must complete the following 25 units of competency.

- 20 core units, plus
- 5 elective units

Core Units

Unit Code	Unit Title
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC028	Prepare appetisers and salads
SITHCCC029	Prepare stocks, sauces and soups
SITHCCC030	Prepare vegetable, fruit, eggs and farinaceous dishes
SITHCCC031	Prepare vegetarian and vegan dishes
SITHCCC035	Prepare poultry dishes
SITHCCC036	Prepare meat dishes
SITHCCC037	Prepare seafood dishes
SITHCCC041	Produce cakes, pastries and breads
SITHCCC042	Prepare food to meet special dietary requirements
SITHCCC043	Work effectively as a cook
SITHKOP009	Clean kitchen premises and equipment
SITHKOP010	Plan and cost recipes
SITHPAT016	Produce desserts
SITXFSA005	Use hygienic practices for food safety
SITXFSA006	Participate in safe food handling practices
SITXHRM007	Coach others in job skills
SITXINV006	Receive, store and maintain stock
SITXWHS005	Participate in safe work practices



Elective Units

Unit Code	Unit Title
SITHCCC040	Prepare and serve cheese
SITHCCC039	Produce pates and terrines
SITHCCC026	Package prepared foodstuffs
SITXINV007	Purchase goods
BSBSUS211	Participate in sustainable work practices

Assessment Methods

All assessments of units of competency will be conducted according to the assessment guidelines and competency standards of the official Training Package for this qualification. Students will be required to perform in a range of areas including Knowledge test, role plays, Case Study, Written questions, Practical demonstration in kitchen, observations, presentation, etc.

All assessments are conducted in accordance with the Principles of Assessment (fairness, flexibility, validity, reliability) and Rules of Evidence (validity, sufficiency, authenticity, currency), as outlined in the Standards for RTOs 2025.

Compliance Note: This qualification is delivered and assessed in accordance with the Standards for RTOs 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).

Pathways

Pathways from the qualification: SIT40521 Certificate IV in Kitchen Management.

Employment/Career Pathway: Units in this qualification reflect the knowledge and skills of individuals with significant experience in:

- Trade Cook (Kitchen)
- Cook (Hotels)
- Cook (Restaurant)
- Cook (clubs, Pubs)
- Cook (Cafés and coffee Shop)

The above pathway information is in line with qualification description on National Training Register (www.training.gov.au) and/or www.myskills.gov.au, it doesn't imply any job guarantee or job role at the end of the course. ASLI doesn't claim any employment/Job outcome or job guarantee associated with its courses as it will be misleading



SIT40521 Certificate IV in Kitchen Management

Course Description: This qualification reflects the role of chefs and cooks who have a supervisory or team leading role in the kitchen. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

Volume of Learning: 1530 hours.

Course Structure: To achieve this qualification, students must complete the following 33 units of competency.

- 27 core units, plus
- 6 elective units

Core Units

Unit Code	Unit Title
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC028	Prepare appetisers and salads
SITHCCC029	Prepare stocks, sauces and soups
SITHCCC030	Prepare vegetable, fruit, eggs and farinaceous dishes
SITHCCC031	Prepare vegetarian and vegan dishes
SITHCCC035	Prepare poultry dishes
SITHCCC036	Prepare meat dishes
SITHCCC037	Prepare seafood dishes
SITHCCC041	Produce cakes, pastries and breads
SITHCCC042	Prepare food to meet special dietary requirements
SITHCCC043	Work effectively as a cook
SITHKOP010	Plan and cost recipes
SITHKOP012	Develop recipes for special dietary requirements
SITHKOP013	Plan cooking operations
SITHKOP015	Design and cost menus
SITHPAT016	Produce desserts
SITXCOM010	Manage conflict
SITXFIN009	Manage finances within a budget
SITXFSA005	Use hygienic practices for food safety
SITXFSA006	Participate in safe food handling practices
SITXFSA008	Develop and implement a food safety program
SITXHRM008	Roster staff
SITXHRM009	Lead and manage people



Unit Code	Unit Title
SITXINV006	Receive, store and maintain stock
SITXMGT004	Monitor work operations
SITXWHS007	Implement and monitor work health and safety practices

Elective Units

Unit Code	Unit Title
SITHCCC040	Prepare and serve cheese
SITHCCC039	Produce pates and terrines
SITHCCC026	Package prepared foodstuffs
SITXHRM007	Coach others in job skills
SITXWHS005	Participate in safe work practices
SITHKOP009	Clean kitchen premises and equipment

Assessment Methods

All assessments of units of competency will be conducted according to the assessment guidelines and competency standards of the official Training Package for this qualification. Students will be required to perform in a range of areas including Knowledge test, role plays, Case Study, Written questions, Practical demonstration in kitchen, observations, presentation, etc.

All assessments are conducted in accordance with the Principles of Assessment (fairness, flexibility, validity, reliability) and Rules of Evidence (validity, sufficiency, authenticity, currency), as outlined in the Standards for RTOs 2025.

Compliance Note: This qualification is delivered and assessed in accordance with the Standards for RTOs 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).

Pathways

Pathways from the qualification: SIT50422 Diploma of Hospitality Management

Employment/Career Pathway: Units in this qualification reflect the knowledge and skills of individuals with significant experience in:

- Chef
- Executive Chef
- Head Chef
- Sous Chef

The above pathway information is in line with the qualification description on National Training Register (www.training.gov.au) and/or www.myskills.gov.au, it doesn't imply any job guarantee or job role at the end of the course. ASLI doesn't claim any employment/Job outcome or job guarantee associated with its courses as it will be misleading



SIT50422 Diploma of Hospitality Management

Course Description: This qualification reflects the role of highly skilled senior operators who use a broad range of hospitality skills combined with managerial skills and sound knowledge of industry to coordinate hospitality operations. They operate independently, have responsibility for others and make a range of operational business decisions.

Volume of Learning: 1261 hours.

Course Structure: To achieve this qualification, students must complete the following 28 units of competency.

- 11 core units, plus
- 17 elective units

Core Units

Unit Code	Unit Title
SITXHRM008	Roster staff
SITXFIN009	Manage finances within a budget
SITXHRM009	Lead and manage people
SITXMGT004	Monitor work operations
SITXWHS007	Implement and monitor work health and safety practices
SITXCOM010	Manage conflict
SITXCCS015	Enhance customer service experiences
SITXCCS016	Develop and manage quality customer service practices
SITXFIN010	Prepare and monitor budgets
SITXGLC002	Identify and manage legal risks and comply with law
SITXMGT005	Establish and conduct business relationships

Elective Units

Unit Code	Unit Title
SITXFSA005	Use hygienic practices for food safety
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC041	Produce cakes, pastries and breads
SITHCCC028	Prepare appetisers and salads
SITHCCC035	Prepare poultry dishes
SITHCCC023	Use food preparation equipment
SITHCCC029	Prepare stocks, sauces and soups
SITHCCC030	Prepare vegetable, fruit, eggs and farinaceous dishes
SITHCCC031	Prepare vegetarian and vegan dishes
SITHCCC026	Package prepared foodstuffs



Unit Code	Unit Title
SITHCCC036	Prepare meat dishes
SITHCCC037	Prepare seafood dishes
SITHCCC042	Prepare food to meet special dietary requirements
SITHPAT016	Produce desserts
SITXFSA006	Participate in safe food handling practices
SITXINV006	Receive, store and maintain stock
SITHKOP013	Plan cooking operations

Assessment Methods

All assessments of units of competency will be conducted according to the assessment guidelines and competency standards of the official Training Package for this qualification. Students will be required to perform in a range of areas including Knowledge test, role plays, Case Study, Written questions, Practical demonstration in kitchen, observations, presentation, etc.

All assessments are conducted in accordance with the Principles of Assessment (fairness, flexibility, validity, reliability) and Rules of Evidence (validity, sufficiency, authenticity, currency), as outlined in the Standards for RTOs 2025.

Compliance Note: This qualification is delivered and assessed in accordance with the Standards for RTOs 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).

Pathways

Pathways from the qualification: SIT60322 Advanced Diploma of Hospitality Management.

Employment/Career Pathway: Units in this qualification reflect the knowledge and skills of individuals with significant experience in:

- Chef de cuisine
- Chef patissier
- kitchen Manager
- Restaurant Manager
- Motel manager
- Sous chef
- Unit manager catering operations.

The above pathway information is in line with qualification description on National Training Register (www.training.gov.au) and/or www.myskills.gov.au, it doesn't imply any job guarantee or job role at the end of the course. ASLI doesn't claim any employment/Job outcome or job guarantee associated with its courses as it will be misleading.



SIT60322 Advanced Diploma of Hospitality Management

Course Description: This qualification reflects the role of highly skilled senior managers who use a broad range of hospitality skills combined with specialised managerial skills and substantial knowledge of industry to coordinate hospitality operations. They operate with significant autonomy and are responsible for making strategic business management decisions.

Volume of Learning: 1935 hours.

Course Structure: To achieve this qualification, students must complete the following 33 units of competency.

- 14 core units, plus
- 19 elective units

Core Units

Unit Code	Unit Title
SITXFIN009	Manage finances within a budget
SITXHRM009	Lead and manage people
SITXMGT004	Monitor work operations
SITXCCS016	Develop and manage quality customer service practices
SITXFIN010	Prepare and monitor budgets
SITXGLC002	Identify and manage legal risks and comply with law
SITXMGT005	Establish and conduct business relationships
BSBFIN601	Manage organisational finances
BSBOPS601	Develop and implement business plans
SITXFIN011	Manage physical assets
SITXHRM010	Recruit, select and induct staff
SITXHRM012	Monitor staff performance
SITXMPR014	Develop and implement marketing strategies
SITXWHS008	Establish and maintain a work health and safety system

Elective Units

Unit Code	Unit Title
SITXFSA005	Use hygienic practices for food safety
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC041	Produce cakes, pastries and breads
SITHCCC028	Prepare appetisers and salads
SITHCCC035	Prepare poultry dishes
SITHCCC029	Prepare stocks, sauces and soups
SITHCCC030	Prepare vegetable, fruit, eggs and farinaceous dishes



Unit Code	Unit Title
SITHCCC031	Prepare vegetarian and vegan dishes
SITHCCC036	Prepare meat dishes
SITHCCC037	Prepare seafood dishes
SITHCCC042	Prepare food to meet special dietary requirements
SITHPAT016	Produce desserts
SITXFSA006	Participate in safe food handling practices
SITHCCC043	Work effectively as a cook
SITXHRM008	Roster staff
SITXWHS007	Implement and monitor work health and safety practices
SITXCOM010	Manage conflict
SITXFSA008	Develop and implement a food safety program
SITXCCS015	Enhance customer service experiences

Assessment Methods

All assessments of units of competency will be conducted according to the assessment guidelines and competency standards of the official Training Package for this qualification. Students will be required to perform in a range of areas including Knowledge test, role plays, Case Study, Written questions, Practical demonstration in kitchen, observations, presentation, etc.

All assessments are conducted in accordance with the Principles of Assessment (fairness, flexibility, validity, reliability) and Rules of Evidence (validity, sufficiency, authenticity, currency), as outlined in the Standards for RTOs 2025.

Compliance Note: This qualification is delivered and assessed in accordance with the Standards for RTOs 2025, the VET Quality Framework, and the Australian Qualifications Framework (AQF).

Pathways

Pathways from the Qualification: After successfully achieving SIT60322 Advanced Diploma of Hospitality Management, individuals could progress to Higher education qualifications in Hospitality or Management.

Note: Australian Study Link Institute doesn't offer any qualification higher than SIT60322 Advanced Diploma of Hospitality Management and neither guarantees any pathway in to further studies as institute.



Employment/Career Pathway: Units in this qualification reflect the knowledge and skills of individuals with significant experience in:

- Area Manager or Operations Manager
- Café Owner or Manager
- Club Secretary or Manager
- Executive Chef
- Executive Housekeeper
- Executive Sous Chef
- Food and Beverage Manager
- Head Chef
- Motel Owner Or Manager
- Rooms Division Manager

The above pathway information is in line with qualification description on National Training Register (www.training.gov.au) and/or www.myskills.gov.au, it doesn't imply any job guarantee or job role at the end of the course. ASLI doesn't claim any employment/Job outcome or job guarantee associated with its courses as it will be misleading.



Entry Requirements and Prerequisite

(including English language Requirements)

All students are required to meet following requirements in order to be accepted into Australian Study Link Institute (ASLI) courses.

Enrolment Information

- A completed Application for Admission Form and signed Agreement.
- Identification documents, one of which is a photo of the student such as a driver's license.

English Language Requirements for International students:

International students applying for this course either off-shore or on-shore will require:

- i. Either a minimum IELTS test score of 6.0 or equivalent for direct entry into a VET course.

or

IELTS score of 5.5 or equivalent with an ELICOS course (up to 10 weeks) to be taken before the main VET course.

or

IELTS score of 5.0 or equivalent with an ELICOS course (up to 20 weeks) to be taken before the main VET course.

or

Oxford Placement test with score 61 or higher.

Score Guide: Average test score of 61 or higher in Oxford placement test is equivalent to IELTS 6.0
Students may refer to the IELTS 6.0 equivalent policy for further information available on ASLI's website or on campus.

Note: Results older than two years are not acceptable.

OR

- ii. Applicant who has successfully completed a minimum of 5 years of study in English undertaken in one or more of the following countries: (i) Australia; (ii) Canada; (iii) New Zealand; (iv) South Africa; (v) the Republic of Ireland; (vi) the United Kingdom; (vii) the United States of America.

OR

- iii. To provide evidence that they are a citizen of and hold a valid passport from the United Kingdom, the United States of America, Canada, New Zealand, or the Republic of Ireland.

OR

- iv. To provide evidence that, within two years* of their signed written agreement date, they have successfully completed in Australia a foundation course or a Senior Secondary Certificate of Education or a Completed a substantial part of a Certificate IV or higher-level qualification from the Australian Qualifications Framework (AQF), delivered in English by a CRICOS-registered provider in Australia, within two years of the signed agreement date.

*The date when ASLI receives the signed written agreement (either through email or in hand)



AUSTRALIAN STUDY LINK INSTITUTE

Level 2, 123 Lonsdale St
Melbourne, VIC 3000, Australia
Phone: +61 3 9639 9951 | Website: www.asli.vic.edu.au
CRICOS No: 03483G | RTO No : 40794

Test Evidence Table

For Tests Taken Before 7 August 2025

*English Language Test Providers	Minimum Test Score	Minimum Test Score where combined with at least 10 weeks ELICOS	Minimum test score where combined with at least 20 weeks ELICOS
International English Language Testing System (IELTS)	6.0	5.5	5.0
TOEFL internet-based test (Only accepted if test is taken on or before 25 July 2023)	64	46	35
TOEFL internet-based test that were completed between 26 July 2023 and 4 May 2024, will not be accepted for Australian visa and migration purposes. During this period, the TOEFL iBT test being offered was not an approved test. For more information refer this link: https://immi.homeaffairs.gov.au/help-support/meeting-our-requirements/english-language			
Cambridge English Advanced (Certificate in Advanced English)	169	162	154
Pearson Test of English Academic (PTE Academic)	50	42	36
Occupational English Test	B for each test component	B for each test component	B for each test component

Tests Taken After 7 August 2025

Test name	Minimum Test Score (Direct entry)	Minimum Test Score: If principal course is accompanied by at least 10 weeks of an ELICOS;	Minimum Test Score: If principal course is accompanied by at least 20 weeks of an ELICOS.
C1 Advanced	Overall band score of 161	Not accepted for purposes of subclause 500.213(1) of Schedule 2 to the Regulations.	Not accepted for purposes of subclause 500.213(1) of Schedule 2 to the Regulations.
CELPIP General	Overall band score of 7	Overall band score of 6	Overall band score of 5
IELTS Academic or General Training	Average band score of 6.0	Average band score of 5.5	Average band score of 5.0
LANGUAGECERT Academic	Overall band score of 61	Overall band score of 54	Overall band score of 46
MET (Michigan English Test)	Overall band score of 53	Overall band score of 49	Overall band score of 44
OET (Occupational English Test)	Overall band score of 1210	Overall band score of 1090	Overall band score of 1020
PTE Academic	Overall band score of 47	Overall band score of 39	Overall band score of 31
TOEFL iBT	Total band score of 67	Total band score of 51	Total band score of 37



References:

- Legislative instrument: LIN 25/090 - Migration (English Language Tests and Evidence Exemptions for Subclass 500 (Student) Visas) Instrument 2025:
<https://www.legislation.gov.au/F2025L00906/asmade/text>
- Department of Home Affairs – English language requirements:
<https://immi.homeaffairs.gov.au/help-support/meeting-our-requirements/english-language>
- Student visa (Subclass 500) page:
<https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500>

The test must have been taken no more than two years before you apply to study at ASLI.

Students may refer to the IELTS Equivalent Requirements policy for further information available at reception.

Academic Requirements

To enter **BSB60420 Advanced Diploma of Leadership and Management**, applicants should have completed a Diploma or Advanced Diploma from the BSB Training Package (current or superseded equivalent versions).

To enter **BSB80120 Graduate Diploma of Management (Learning)**, applicants should have completed a Diploma or above level qualification.

To enter **CHC43121 Certificate IV in Disability Support**, applicants must have successfully completed CHC33021 Certificate III in Individual Support (Disability), or CHC33015 Certificate III in Individual Support (Disability), or CHC30408 Certificate III in Disability plus CHCSS00125 Entry to Certificate IV in Disability Support Skill Set.

To enter into above listed courses including BSB40520 Certificate IV in Leadership and Management, BSB50420 Diploma of Leadership and Management, CHC Qualifications, (CHC33021 Certificate III in Individual Support, CHC43315 Certificate IV in Mental Health and CHC52025 Diploma of Community Services) and SIT Qualifications (SIT30821 Certificate III in Commercial Cookery, SIT40521 Certificate IV in Kitchen Management, SIT50422 Diploma of Hospitality Management and SIT60322 Advanced Diploma of Hospitality Management) applicants should have successfully completed year 12 or secondary studies in applicant's home country equivalent to an Australian senior secondary school examination.

OR

For all the qualifications delivered at ASLI, Mature age students will also be considered without the minimum education requirements but with relevant work experience within chosen area of study and a demonstrated capacity to meet course requirements.

A minimum of 2 years' experience would normally be expected but each case will be reviewed individually. Relevant work experience evidence by work reference letter on company letterhead, work samples and curriculum vitae submitted will be considered. Such learners will be assessed for possible RPL opportunities, and their course duration and volume of learning will be adjusted accordingly if any RPL is granted.



Language, Literacy, Numeracy and Digital Skill test (LLND)

Students undertaking courses at ASLI must possess sound language, literacy, numeracy, and digital skills, as these are essential for successfully completing course-related tasks, assessments, communication, and the use of digital learning platforms.

Based on the test outcome, students may be identified as requiring internal support services and/or external support services.

The LLND test will be conducted by using an ACSF mapped online LLND assessment tool LLN Robot. All students are required to undertake a language, literacy, numeracy and digital skill test (LLND)

- **Language skills** are necessary for understanding instructions and engaging in verbal communication.
- **Literacy skills** are required for reading course materials, writing assessments, and interpreting information.
- **Numeracy skills** are important for performing calculations, measuring, and managing tasks involving numbers.
- **Digital skills** are essential for navigating online systems, participating in e-learning activities etc.

To determine each student's support needs and assess the suitability of the chosen training product, all prospective students are required to undertake a Language, Literacy, Numeracy and Digital (LLND) skills review prior to enrolment.

The LLND test will be conducted using an ACSF-mapped online assessment tool LLN Robot.

Based on the outcome of the review, students may be identified as requiring internal or external support services, and individual advice will be provided regarding the suitability of the chosen course.

All students are required to undertake this LLND assessment as part of the enrolment process

Qualifications	Performance Level
BSB40520 Certificate IV in Leadership and Management	ACSF Level 3
BSB50420 Diploma of Leadership and Management	ACSF Level 4
BSB60420 Advanced Diploma of Leadership and Management	ACSF Level 4
BSB80120 Graduate Diploma of Management (Learning)	ACSF Level 4
CHC33021 Certificate III in Individual Support	ACSF Level 3
CHC43315 Certificate IV in Mental Health	ACSF Level 4
CHC43121 Certificate IV in Disability Support	ACSF Level 4
CHC52025 Diploma of Community Services	ACSF Level 4
SIT30821 Certificate III in Commercial Cookery	ACSF Level 3
SIT40521 Certificate IV in Kitchen Management	ACSF Level 4
SIT50422 Diploma of Hospitality Management	ACSF Level 4
SIT60322 Advanced Diploma of Hospitality Management	ACSF Level 4



Students are required to achieve the expected entry level of performance as per the required level. Where a student does not achieve the required LLND scores for the qualification into which they are seeking enrolment, LLND support* will be provided to the student, providing the student achieves the required performance level in at least three of the core skill elements and only fails to achieve the required score in the other 2 areas by 1 level.

However, if a student fails to demonstrate performance level in more than two core skills or fails to achieve required scores by more than level 1 in any of the skills, this will result in rejection of the application. A student failing to demonstrate this LLND level does not have the required skills to successfully obtain the qualification applied for and will be referred to explore other training pathways.

*LLND Support

If students do not meet the recommended English and/or LLND requirements, students will be referred for additional support which will be provided by the institute with ACSF Support Plan or students may also be asked to take further Language, literacy, numeracy and digital skill training, such as ELICOS programs at other institute to ensure that students are provided with support and proper guidance. ASLI does not offer ELICOS programs.

ACSF Support Plan

Is a plan developed for students who are facing difficulties in meeting LLND requirements. This plan is implemented for students to achieve expected learning outcomes. Support learning outcomes will be provided in the areas where students have been identified as facing difficulty and if a student's performance level is less than the required level. Support plans will be developed on an individual case-by-case basis.

Support plan can be created in areas namely:

- | | |
|-------------|-----------------------|
| 1. Learning | 4. Writing |
| 2. Reading | 5. Oral Communication |
| 3. Numeracy | 6. Digital Skills |

If required, students can also be provided with support in Grammar, Vocabulary, and Pronunciation. Students must contact ASLI to seek assistance or support in LLND.

Refer to LLND Policy and Procedure for more details available at reception.

Students are requested to speak to the LLND Support officer or Training Manager to discuss the support measures that they might need. ASLI will provide support with no additional cost.

Computer Literacy Requirements

All students enrolled in ASLI courses must have basic computer skills. Students will be required to fill in the questions related to computer and internet skills in the Pre-Training Review form attached along with the application for admission form.

Students who do not possess basic computing skills will be provided with basic computer use support. Students may contact ASLI for any further information or assistance on 03 9639 9951.

Minimum Age Requirements

Students must be above 18 years of age while filling out the application for admission form.



Materials and Equipment Requirement

ASLI will provide access to computers/laptops with required resources during classroom hours, however, to work on assignments and tasks for self-study, all learners are expected to have access to a laptop or computer with the windows 7 operating system or higher. Students must have an active email address for communication and be contactable by phone (mobile or landline) and by mail (postal address). All learners are expected to have access to MS office applications such as Microsoft Word, and an email platform.

Additional Requirements

For SIT Qualifications

SIT30821 Certificate III in Commercial Cookery, SIT40521 Certificate IV in Kitchen Management, SIT50422 Diploma of Hospitality Management and SIT60322 Advanced Diploma of Hospitality Management

Requirements For Tools and Equipment:

Learners are required to have a kitchen kit including chef dress, safety boots and knife kit including various knives and other tools. Kitchen Kit is required to enter the kitchen and to be able to undertake training in the kitchen effectively.

Please Note: Material Fees will include printed reading materials and handouts or books only.

It is a mandatory requirement for students undertaking Commercial Cookery and Hospitality Management qualifications to have a kitchen kit (including chef dress, knife kit and safety shoes) to enter the kitchen and to be able to undertake training in the kitchen effectively.

ASLI will provide a chef dress and knife kit at \$350. Students will have to buy safety shoes separately which are mandatory (approximate cost: \$150 - refer to the Fee Schedule for the current fee).

If learners wish to discuss any of their matters relevant to their entry and study requirements further, please contact the institute at +61 396 399 951.

Physical Abilities and Handling Complex Foods

For SIT Qualifications, learners are expected to have physical abilities and manual handling required to perform tasks involved while undergoing training effectively. Learners must be able to handle complex foods including cooking of various processed or raw meats, poultry, seafoods, dairy items and must keep in mind any religious or dietary barriers to handle such foods before enrolling into these courses.

In line with its Access and Equity Operating Principles, ASLI will identify any such barriers presented by students during pre-training review to identify and provide required support and reasonable adjustment where possible.

Physical Fitness

Students are expected to understand physical abilities and manual handling required to perform tasks involved while undergoing training effectively. As part of this course, students are expected to do manual handling, lifting heavy pots and pans.



Commercial Kitchen

Students undertaking SIT Qualifications i.e., Commercial Cookery, Kitchen and Hospitality Management qualifications will be required to participate in practical training as a part of completing these qualifications which will be delivered at 4-6 Baxter Street, Coburg, Victoria 3058. Along with practical training, students will also be required to participate in classroom-based theory learning which will be delivered at Level 2, 123 Lonsdale Street, Melbourne, Victoria 3000, Australia. For any further enquiries, learners are requested to call ASLI at +61 9639 9951 or you can send us an email on sso@asli.vic.edu.au.

For CHC Qualifications

CHC33021 Certificate III in Individual Support, CHC43315 Certificate IV in Mental Health, CHC43121 Certificate IV in Disability Support and CHC52025 Diploma of Community Services

Physical Fitness

Learners are expected to have the physical capacity to safely and effectively participate in practical training, simulated activities, and work-based training/practical placement. This may include standing for extended periods, communicating with clients and staff, complying with workplace health and safety requirements, and performing basic manual handling and support tasks relevant to the qualification. ASLI will identify any barriers during the pre-training review process and provide reasonable adjustments and support where possible in accordance with its Access and Equity Operating Principles Policy.

Work Based Training

Students are required to complete Work Based Training/practical placement as part of their course, and it will be completed in approved community services, aged care, disability, mental health or individual support workplace relevant to the qualification. An induction for WBT students will be conducted at the institute, and workplace induction will be conducted at the workplace before commencement of WBT placement. Students may be required to hold a National Police Check, Working with Children Check where applicable, NDIS Worker Screening Check where applicable, immunisation evidence, medical clearance, and/or any other checks or clearances required by ASLI, the host employer, legislation, regulatory requirements or placement agreement before being inducted for practical placement.

Undertake Pre-Training Review (PTR)

All students will undertake pre-training review prior to enrolment. PTR aims to identify student's training needs through questions on previous education or training, relevance of the courses to student, basic computing skills and interview conducted by ASLI's Campus Manager or representative

ASLI will assess the learner's needs by conducting PTR interview. PTR will be conducted prior to enrolment to review student's current competencies, student needs, English level, Language, Literacy Numeracy and Digital Skills (LLND) and support needs which may also include ACSF support plan* requirements including their oral communication skills, to enrol them in the most appropriate course to achieve their intended outcomes.

Applicants are required to fill in the PTR Section attached with the Application for Admission Form and answer all the questions in a true and correct manner. The PTR must be signed by both the student and the ASLI staff



member conducting the review to confirm that the course meets the student's needs, skills, and goals, and that all entry requirements have been met.

Any competencies previously acquired will be identified during PTR and the most appropriate qualification for that student to enrol in will be ascertained, including consideration of the likely job outcomes from the development of new competencies and skills (Recognition of Prior Learning (RPL) or Credit Transfer) with verification evidence.

During the Pre-Training Review (PTR) interview, ASLI staff will ask students if they require any special considerations based on religious, spiritual, or cultural practices such as access to a prayer room, observance of fasting, or scheduled prayer breaks during class sessions. This ensures students feel supported and respected in their learning environment. If such needs are identified, staff will document them and coordinate with trainers to implement appropriate adjustments, such as break timing or access to quiet spaces. A dedicated prayer room is available on campus, and students will be informed of its location and access procedures during Orientation or upon request.

*Refer to ASLI's Language, literacy numeracy and digital skills policy (LLND) & Student Support Welfare and Wellbeing Policy for more information on the support services provided by the institute.

The pre-training review ensures that ASLI:

- Understands the student's reasons for undertaking the course.
- Ensures suitability of the training to the student's needs and intended learning outcomes.
- Understands the student's current competencies and provides opportunities for these to be assessed.
- Provides students with information necessary to make an informed enrolment decision and ensures the student's reasons for undertaking the qualification align with their prior education, skills, employment history, and career goals.
- Identifies possible Recognition of Prior Learning (RPL) and/or Credit Transfer (CT), student's English level, oral communication skills, and Language, Literacy, Numeracy, and Digital (LLND) skills.
- Checks if the training and assessment strategies employed to deliver the course suit the student's needs and are accessible, inclusive, and culturally safe.
- Provides relevant support required for the student to succeed in the course, including disability support, wellbeing services, and other equity-based adjustments.

Campus Manager or representative will take information from the Application for Admission form and Pre-training review to identify the support and needs required by the student which includes disability support, RPL/CT, English language support, wellbeing services, cultural safety considerations, and other equity-based adjustments.

Guidelines for PTR-To be filled up by Students.

1. Students are required to complete the PTR section which is included in the Application for admission form as "Appendix 1" and read all the details of their course, policies, and procedures of the Institute before filling up the answers. Information can be made available from the information available on ASLI's website.
2. Students are required to answer the questions in a true and correct manner. Campus Manager or representative will ensure that the PTR section received along with the application for admission form is completed by the student intending to apply for the course.



3. All applicants must complete a Language, Literacy, Numeracy and Digital (LLND) assessment as part of the Pre-Training Review process. This assessment helps determine the applicant's support needs and course suitability.
4. Campus Manger or representative will conduct Pre-Training Review Interview via Telephonic Conversation or via Face to Face.
 - **PTR Interview conducted via Telephone:** If PTR Interview conducted via telephone, prior to conducting interview, Campus Manger or representative will check the student's identity like name, date of birth and/or course undertaken to ensure that the student has genuinely completed the information by himself/herself. For telephonic Conversation, a communication log will be retained by making notes of the response of the discussion by Campus Manger.
 - **PTR Interview conducted Face to Face:** During face-to-face PTR interview, prior to conducting interview, Campus Manger or representative will verify with the student if all the answers have been completed by the student. Discussion notes will be maintained and recorded by Campus Manger.

These discussion notes will be recorded in the "Summary of the Discussion" section by the Campus Manger or representative (Office use).

5. During both Telephonic and/or Face to face PTR Interview, Campus Manger or representative will verify the answers provided by the student and check:
 - If student is aware of the policies, procedures, and other information necessary for students.
 - If student has received true and accurate information and if they are suitable to undertake the course/s.
6. **If students have not received sufficient information i.e.,** are not aware of the policies, procedures, and other information necessary for students to make an enrolment decision to study at ASLI, Campus Manger or representative will provide necessary information to the student required to make enrolment decision.

For Example: If students have answered "No" or have not answered the questions in the PTR section, Campus Manger or representative will provide students with true and accurate information so that students can make an informed decision about their enrolment in the courses at ASLI.
7. While conducting PTR, Campus Manger or representative will take information from the Application for admission form and Pretraining review form to identify any support and needs required by the student which includes disability support, RPL/CT, English language support, etc.
8. At the final stage of the PTR, the Campus Manger or representative will fill up the pre training evaluation checklist to ensure that the student is enrolled in a course suitable to his/her needs, abilities, and study/career goals, and to recommend appropriate learning or other support.
9. Campus Manger or representative will take holistic approach while assessing student's answers during Pre-Training Review by ensuring that all the answers provided by students aligns with their educational and future goals.
10. Campus Manger or representative will have a thorough discussion with the student and will offer support or guidance if required.



Application Rejection

Student's Application will be rejected if:

- Student does not have appropriate work experience, level of skills and the ability to undertake the course successfully.
- Course is not aligned with the student's educational goals, work/career goals and/or previous experience in that area (if any).
- Student does not meet the entry requirements specified for the course including English requirements, academic requirements, age, and does not have the ability to undertake this course successfully.
- The applicant does not demonstrate the minimum Language, Literacy, Numeracy and Digital (LLND) core skill levels required for the course and/or is unwilling or unable to participate in a documented ACSF-aligned support plan identified during the Pre-Training Review.
- Student does not have appropriate listening and oral communication skills as interpreted during PTR Interview.

Campus Manager or representative will inform the student before rejecting and discuss reasons for rejection. Students are encouraged to contact ASLI administration on 03 9639 9951 to ask any doubts they may have.

Note: ASLI does not:

- Guarantee any job or employment outcomes.
- Guarantee a successful education assessment outcome for the student or intending student.
- Claim to commit to secure for, or on the student or intending student's behalf, a migration outcome from undertaking any course offered by ASLI.
- Commit to securing, on behalf of any student or intending student, employment, residency, or visa outcomes through the completion of a course.



Recognition of Prior Learning (RPL) and/or Credit Transfer (CT)

ASLI offers both Recognition of Prior Learning (RPL) and Credit Transfer (CT) to eligible students in accordance with the Standards for RTOs 2025. ASLI will provide the student with a written notification of the outcome.

A written record of the student's acceptance of the RPL or CT outcome will be retained for at least two years after the student ceases to be an accepted student, in line with National Code 2018.

If a student is granted RPL or course credit which will reduce student's length of course,

- Students will be informed of the reduced course duration following granting of RPL and it will be ensured that confirmation of enrolment (CoE) is issued only for the reduced duration of the course.
- Any changes in course duration will be reported in PRISMS, if RPL or course credit is granted after the overseas student visa is granted, in accordance with National Code 2018.

Students are requested to refer to "Course Credit and RPL Policy" for more details available on ASLI's website.

Recognition of Prior Learning (RPL)

RPL involves the assessment of previously unrecognised skills and knowledge that an individual has achieved outside the formal education and training system. Recognition of prior learning is an assessment process that involves the assessment of an individual's relevant prior learning (including formal, informal, and non-formal learning) to determine the credit outcomes of an individual application for credit. To support this type of application evidence demonstrating where and how the skills were obtained—ensuring it is valid, sufficient, current, and authentic is required. To support this type of application,

ASLI recognises the prior learning of students based on:

- Previous formal training, including nationally or internationally recognised qualifications.
- Formal study and acquisition of a qualification and statements of attainment from another RTO.
- Practical experience in a work environment.
- Projects undertaken; and
- Informal or non-formal life experience that aligns with the learning outcomes of a unit or qualification.

Students who believe they already have skills and experience gained through employment, industry-relevant roles, in-house training, community involvement or volunteering may be eligible to apply for Recognition of Prior Learning. Supporting evidence must demonstrate how, when, and where these competencies were gained. You may be asked for contact details of people who can vouch for your skill level such as supervisors from current or previous workplaces, clients, or personal character references from the community.

ASLI's RPL process ensures the evidence provided is assessed for validity, sufficiency, authenticity, and currency, in line with Standard 1.6 of the Standards for RTOs 2025.

An application for RPL must be lodged in writing. RPL application form can be obtained from the website or from ASLI's reception. More information on RPL is available on our website www.asli.vic.edu.au under Course Credit and RPL Policy. Students are encouraged to speak to ASLI Staff for more enquiries.



Procedures

Students are requested to apply for Recognition of Prior Learning prior to the commencement of the course, unless exceptional circumstances apply.

- An RPL application for students will include all relevant evidence of work experience and where the learning has occurred. Applications will not be accepted unless all required information is included. Students who request an RPL assessment will be advised of the evidence required and suggestions on how to obtain it (e.g., supervisor evidence, previous projects, transcripts of qualifications completed, work experience, in-service training, distance education or open learning, community- based learning, or overseas education, training, or experience etc.).
- All RPL Applications are to be submitted to the administration department/Reception in the first instance along with verified supporting documents. The application and supporting documentation will be copied and placed into the student's file. Where originals are required for verification, authorised ASLI staff from the Administration department or representative will sight and indicate on copies "original sighted" and shall return originals to the student. ASLI will at no time accept and retain original certificates.
- The application will be forwarded to the Training Manager to be assessed, and outcomes will be determined by RPL/qualified assessor.
- It will be ensured that the evidence provided is valid, authentic, current, and sufficient and that the process is fair, flexible, valid and reliable as required by Standard 1.4 of the RTO Standards 2025.
- If the outcome of the evidential documentation is not sufficient, then student will be advised to provide further documentation to validate his/her skills/experience. Training Manager or representative will set a date for the additional documents to be submitted.
- The applicant will be notified of the outcome of the RPL. Based on the assessment, the student will be advised that:
 - the application has been granted; or
 - the application has been denied; or
 - further evidence is required.
- Where an application for RPL or Course Credit is received by ASLI, Training Manager or representative will assess the application and provide an outcome to the application within 14 working days of receipt or as soon as practicable where further information is required to determine the outcome. If RPL is approved, the applicant will be marked as "CT or RPL" rather than "Competent" in the transcript of records.
- Where either of the above, credit transfer or RPL applications are received or course credit is approved, the following must occur Enrolment Officer or representative will change student's COE to reflect reduction in period of study. ASLI will provide student with the outcome of the credit application. The students must sign a letter to indicate the agreement with the outcomes of credit transfer or RPL applications and a copy will be kept in the student's file.
- ASLI's Assessment Policy & Procedure will be followed when undertaking RPL assessments.

Application Form for RPL can be obtained from ASLI's reception. More information on RPL is available on ASLI's website www.asli.vic.edu.au. Students can also speak to ASLI Staff for enquiries.



Credit Transfer

Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on the identified equivalence in the content and learning outcomes between the matched qualifications. Such as:

1. The unit/module is the same i.e., same code and title.
2. The unit /module has been reviewed, and this results in minor changes to the unit/module code e.g., B to C. This indicates that the learning outcomes of the unit/module have remained the same.
3. The unit /module has been transferred from another training package/curriculum and recorded; however, the learning outcomes remain the same.
4. If the course credit is given, the confirmation of enrolment (COE) issued for that student will indicate the actual net program duration (as reduced by course credit) for that program.
5. If course credit is granted, and it results in shortening of the student's program duration, the Institute will report the change of program duration in PRISMS as required under the ESOS Act and National Code 2018.

Students who have completed identical or equivalent units to those in the course they are beginning at other institutions can be given recognition/credit on presentation of a verified Testamurs, Records of Results, Award or Statement of Attainment issued by any other RTO or AQF authorised issuing organisation.

- Students are strongly encouraged to apply for credit transfer by the 2nd week of the first term of study in their enrolled course, unless exceptional circumstances apply.
- Students must complete the Credit Transfer Application Form and submit the application to the Administration department or at reception.
- The application must include a copy of verified Award or statement of attainment copies, all original documents and must identify the units successfully completed including unit codes, unit names and dates of completion.
- Training Manager or authorised representative will verify the Award or Statement of Attainment, and other original documents submitted along with the Credit transfer application form and will grant credit transfers for identical or equivalent units that have been identified as being completed at another Registered Training Organisation.
- Verified as original all copies of Qualifications and Statements of Attainment and other documents provided by the students and used as the basis for granting Credit Transfer will be placed in the student files.
- Granting of Credit Transfer will be recorded as a unit outcome and kept in the student's file.
- If Credit transfer is granted, ASLI will provide a written record of the decision to the students to accept and will retain the written record of acceptance for two years after the overseas student ceases to be an accepted student.

An application for credit transfer must be lodged in writing. Application form and more information about credit transfers (Course Credit and RPL Policy) are available on our website or can be obtained from ASLI's reception.

Please Note: According to Outcome Standard 1.7 of the Standards for RTOs 2025, when a student presents a superseded yet equivalent unit of competency on the national register (training.gov.au) for credit transfer for the purpose of reducing the amount of learning required to achieve the qualification or skill set, credit can be granted to that student for that unit without needing to map unit outcomes. As a best practice approach, institute may



choose to conduct mapping analysis for the units that have been superseded more than once if they are still deemed equivalent, to ensure that the assessment of competence. remains current and valid.

Currency of Training

ASLI implements an effective validation and transition procedure to ensure it delivers current and nationally endorsed AQF qualifications and accredited courses, as listed on www.training.gov.au In line with Standards 1.1 and 1.2 of the Standards for RTOs 2025, ASLI:

- Monitors changes to training packages through official channels (e.g., training.gov.au, ASQA notifications)
- Ensures that no new enrolments occur in superseded qualifications after the approved transition period
- Transitions enrolled students to updated training products within the designated timeframe, as outlined by the training package or ASQA
- Provides learners with clear advice and support regarding any changes to their training program
- Validates delivery and assessment practices regularly to maintain alignment with current industry requirements and competency standards.

All transition and validation activities are documented and form part of ASLI's Continuous Improvement and Quality Assurance / Management System.

Pathways to Higher Education

Graduates of ASLI may seek credits to the relevant degree programs in Australian universities. Institute has no special arrangements with any Australian university and there is no guaranteed entry into university programs.

Graduates of ASLI may seek credit transfer or advanced standing into relevant higher education or degree programs with Australian universities or higher education providers.

ASLI does not guarantee any direct university pathway or acceptance. Students are advised to:

- Independently verify credit arrangements with the target institution
- Provide evidence of completed qualifications and transcripts from ASLI
- Understand that credit recognition is subject to the policies of each higher education provider.

Note: ASLI currently does not have formal articulation agreements with any university.



Training and Assessment

Australian Study Link Institute has training and assessment strategies and practices in place that ensures that all current and prospective learners will be trained and assessed in accordance with the standards for Registered Training Organisations (RTOs) 2025 and relevant training package requirements.

Competency Based Training and Assessment

In vocational education and training (VET), people are competent when they can apply their knowledge and skills to successfully complete work activities in a range of situations and environments.

Knowledge questions/written test, Practical demonstrations in the kitchen, Presentations, Case studies, are adopted by ASLI and assessment practices aim to make sure that the individuals participating in the training and assessment have the competence to undertake their work role to the standard expected in the relevant workplace.

Those being assessed are often referred to as students or learners. In specific cases, where student support and special needs are identified, the method and timing of assessment can be adjusted. However, the requirements of the unit of competency including requirements of knowledge evidence and performance evidence will remain unchanged. The adjustment will be applied to evidence gathering techniques and due dates of assessment without changing training package requirements and unit outcome requirements.

ASLI ensures that all the assessments are valid, fair, reliable, authentic, and flexible. Refer to ASLI's Assessment Policy and Procedure. Further information on Assessment and/or Assessment Policy and Procedures can be made available from ASLI's reception or via email on sso@asli.vic.edu.au.

Mode of Study and Delivery Approach

For SIT Qualifications i.e., SIT30821 Certificate III in Commercial Cookery, SIT40521 Certificate IV in Kitchen Management, SIT50422 Diploma of Hospitality Management and SIT60322 Advanced Diploma of Hospitality Management. Classroom based face to face theory learning on campus, Practical Training at ASLI's commercial kitchen.

Work-Based Training: In addition to theory and practical learning, students undertaking SIT30821 Certificate III in Commercial Cookery, SIT40521 Certificate IV in Kitchen Management and SIT60322 Advanced Diploma of Hospitality Management qualification will be required to complete work-based training at workplace with whom ASLI has an agreement with. Contact ASLI institute for further details on +61396399951 and 1300200839.

For BSB Qualifications i.e., BSB40520-Certificate IV in Leadership and Management, BSB50420 Diploma of Leadership and Management, BSB60420 Advanced Diploma of Leadership and Management and BSB80120 Graduate Diploma of Management (Learning): Classroom-based face to face theory learning with access to a simulated environment.

ASLI uses a range of delivery approaches to ensure its courses are delivered to the highest standards.

Course delivery approaches include methods like Classroom lectures, observations, case studies, Practical demonstrations/, Research work, project workgroup, presentations, tutorials, and self-study. During class time, Students will be expected to participate by answering questions, giving opinions, demonstrating tasks, working with others in groups, making presentations and role-playing situations.



The training delivery includes:

- Power point presentation on topics discussed during session.
- Role-play and case studies in the classroom to reinforce the required interpersonal skills for individual and group work.
- Context-related training activities in the classroom involving individuals, pairs and small group activities.
- Student resource workbooks and access to e-books and PowerPoint presentations to support training, independent reading, and research projects.

Course Assessment and Methods

Assessments comply with the assessment guidelines defined in the nationally endorsed training packages relevant to our scope of registration. All trainers have achieved the relevant qualification they are delivering or have achieved an equivalent or higher-level qualification and have relevant current industry experience. All the trainers with qualifications awarded overseas have formal evidence of equivalence from an approved Australian Recognition Authority. High-quality training and assessment mean the students are well equipped for the employment or further study; their qualification is seen as credible when they enter the job market; and they are judged by employers as holding the skills and competencies specified in their qualification.

Note: ASLI doesn't claim any job guarantees or employment with its programs/courses.

All our assessments will lead to the issuing of a Statement of Attainment or to the issuing of a qualification under the AQF where a person is assessed as competent against the National endorsed units of competency in the applicable training package. As per the Standards for RTOs 2025, all the assignments at ASLI will be conducted in accordance with the principles of assessment and rules of evidence as given below:

All assignments will be in accordance with the principles of assessment and rules of evidence. Assessment approaches may be undertaken by observation of performance in class, practical demonstrations, case studies, projects, assignments, presentations, simulations, role plays, written tests, and exams.

People

Assessment includes case studies, practical demonstration where assessor and colleague students will play role of customer and stakeholders. Students will be notified in advance of the time and form of assessment.

Simulated Environment.

Simulated environment considering facilities, equipment, resources etc. will be considered and role plays/scenarios will be conducted to meet the unit of competencies.

Assessment Evidence

All assessment evidence submitted by students to complete assessment tasks for each unit of competency will meet the following rules of evidence and principles of assessment. All assignments will be marked in accordance with the principles of assessment and rules of evidence (these can be found at <https://www.asqa.gov.au/standards/chapter-4/clauses-1.8-1.12>)



Principles of Assessment

i. **Fairness:**

The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments will be applied by ASLI to consider the individual learner's needs.

ASLI (ASLI) will inform the learners about the assessment process and provide the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

ii. **Flexibility:**

Assessment is flexible to the individual learner by:

- reflecting the learner's needs
- assessing competencies held by the learner no matter how and where they have been acquired, and
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

iii. **Validity:**

Any assessment decision of ASLI is justified, based on the evidence of performance of the individual learner. Validity requires:

- Assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance.
- Assessment of knowledge and skills is integrated with their practical application.
- Assessment is based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations.
- Judgement of competence is based on evidence of learner performance that is aligned to the unit(s) of competency and associated assessment requirements.

iv. **Reliability:**

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Rules of Evidence

i. **Validity**

Evidence e.g., reports, answers, assignment are relevant to questions asked in the tasks and the assessor is assured that the learner has the skills, knowledge, and attributes as described in the unit of competency and associated assessment requirements.

ii. **Sufficiency**

The assessor is assured that the quality, quantity, and relevance of the assessment evidence enable a judgement to be made of a learner's competence which means answers to assignments, questions, and reports should be elaborate and student should complete all tasks required by unit and assessment.



iii. Authenticity

The assessor is assured that the evidence presented for assessment is the learner's own work and student not plagiarised work from other students or other sources.

iv. Currency

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very past. This means student must provide answers, report and assignments which reflect latest information e.g., latest legislation, work process or software etc.

Further information on Assessment Policy and Procedures can be made available from reception or via email at info@asli.vic.edu.au

Re-Assessment

Learners unsuccessful at achieving competency in first attempt will be given two further opportunities for re-assessment at a mutually agreed time and date (total 3 attempts including original). If a learner fails the re-assessment after three attempts, they will be advised to re-enrol in the unit.

Students will be given total 3 attempts including 1 original plus 2 reassessments. Cost of reassessment will be as follows:

- 1st Original submission: Free of cost
- 2nd Reassessment fee: Free of cost
- 3rd Reassessment fee: \$500

NOTE: Students are entitled to three (3) attempts for each assessment task where they have been marked NYC on submission of their assessment. First two (2) attempts will be free of charge, and the 3rd attempt will incur a fee of \$500. If the student is unsuccessful after three (3) assessment attempts, they will be required to repeat the unit and **PAY THE REPEAT UNIT FEE.**

To know more about Assessment Fees and Charges please refer to Assessment Policy and Procedures. Students can send an email at info@asli.vic.edu.au for any queries.

Not attending for an assessment will be counted as one assessment attempt for each occurrence unless:

- The student can provide a certificate from a registered medical practitioner indicating that the student was medically unable to attend the assessment; or
- The student can provide independent evidence of exceptional compassionate circumstances beyond the students control, such as serious illness or death of a close family member to explain the non-attendance at the assessment.

Further information on Assessment Policy and Procedures can be made available from reception or via email at info@asli.vic.edu.au

Assessment Outcome

Each unit of competency includes multiple assessment tasks and after each assessment the student's submission will be marked Satisfactory (S) or not satisfactory (NS). After each assessment verbal and written feedback is provided. Final unit results are recorded as Competent (C) and Not Yet Competent (NYC).



Assessment Appeals

If students are dissatisfied with an assessment outcome, they can appeal the assessment decision. In the first instance, students are encouraged to appeal informally by contacting the trainer or Student support officer/Administrative officer and discuss the matter with them. If students are dissatisfied with the outcome of such discussion, students can appeal further to either Administrative Manager or CEO. If students are still dissatisfied, student can appeal formally and in writing to have the results reviewed.

For more information, refer to the Assessment Policy and Procedures and the Feedback, Complaints and Appeals Policy.

Qualifications To Be Issued.

Qualifications gained at ASLI are based on the principles, guidelines and standards set by the Australian Qualifications Framework (AQF) and VET Quality Framework and are recognised nationally. Students who successfully complete all assessment requirements for a qualification will be awarded a certificate corresponding to the completed course. Those completing assessment requirements for part of a qualification will receive a Statement of Attainment for completed competencies.

Qualification, Statement of Results, or transcript of results will only be issued once all outstanding fees have been paid in full. ASLI will issue certification in a timely manner. Providing all fees have been paid, all AQF certification documentation will be issued within 30 calendar days of the student exiting their course or the student's final assessment being completed. Please contact ASLI's Administration department for more details.

Reasonable Adjustment

Students have different needs, and training and assessment may need to be adjusted to accommodate individual circumstances. ASLI is committed to ensuring that all learners, including those with a disability, language barriers, learning difficulties, or other special needs, are provided with equitable access to learning and assessment.

By Definition: Reasonable adjustment refers to measures or actions taken to provide a student with a disability or special needs, the same educational opportunities as everyone else. To be reasonable, adjustments must be in accordance with the Standards for RTOs 2025.

- Appropriate to the learner's needs;
- Not compromise the integrity of the unit or qualification;
- Not result in an unjustifiable hardship for the RTO; and
- Within the requirements of the relevant training package or accredited course.

In practice: reasonable adjustment may include (but is not limited to):

- Adjusting equipment or the physical environment.
- Providing specialised equipment or assistive technology.
- Changing the format and layout of training materials, for example using black and white slides instead of colour, using visuals instead of dense text or providing audio instead of visual information.
- Allowing extra breaks for fatigue, medication, or toilet use.
- Changing assessment procedures and timing including verbal instead of written responses, or extended time;



AUSTRALIAN STUDY LINK INSTITUTE

Level 2, 123 Lonsdale St
Melbourne, VIC 3000, Australia
Phone: +61 3 9639 9951 | Website: www.asli.vic.edu.au
CRICOS No: 03483G | RTO No : 40794

- Presenting work instructions in diagrammatic or pictorial form instead of words and sentences.
- Simplifying the design of job tasks
- Providing support through an LLND plan or individual support strategy where required.



Australian Study Link Institute does not guarantee that:

- A learner will successfully complete a training product
- A training product can be completed in a manner which does not meet the requirements of Outcome Standards 1.1 and 1.2 of the Standards for RTOs 2025
- A learner will obtain a particular outcome where this is outside the control of ASLI.
- A qualification or unit of competency will lead to migration outcomes or occupational licensing, unless these outcomes are explicitly identified by the relevant government or industry body.



Academic Integrity and Misconduct (Includes Plagiarism, Cheating, and Collusion)

Acts of plagiarism, collusion and cheating are not permitted in any work completed for assessment and will result in a written warning and repeating the VET unit of competency, as well as incurring any associated charges. If a student is caught engaging in these acts, their assessment will be deemed Not Yet Competent (NYC). If students are engaged in such act for a second time, they may be suspended or expelled from the course. All work submitted must be an accurate reflection of the student's level of competence and must meet the principles of assessment and rules of evidence — including being valid, sufficient, current and authentic.

The unauthorised use of Artificial Intelligence (AI) tools (e.g. ChatGPT or similar) to generate assessment content is strictly prohibited and considered academic misconduct under the Standards for RTOs 2025. Learners must not submit AI-generated work as their own unless explicitly permitted by the trainer or assessor.

Plagiarism is unacceptable and each case of plagiarism shall be treated on its own merits. Educational procedures will be in place to assist students to avoid submitting assessment work that does not meet the required standards of evidence-based writing. Students may be referred to ASLI's academic support services for guidance on proper referencing and integrity in assessment.

Inappropriate practices in the use of referencing, citations, quotations, or attributions for formative assessment may be dealt with by the assessor, who may refer students to appropriate resources to improve their academic skills. Suspected incidents of plagiarism involving summative assessments will be dealt with seriously and in line with ASLI's Academic Integrity and Misconduct Policy:

- The student's assessment will be deemed Not Yet Competent (NYC). The student will be given a warning and will be required to redo the assessment. Additional charges may apply for re-assessments.
- If students are engaged in such act for a second time, they may be suspended or expelled from the course.
- All work submitted must be an accurate reflection of the student's level of competence. The evidence used to decide at Australian Study Link Institute about competence will be valid, sufficient, authentic, and current as required under the Standards for RTOs 2025.

More detailed information can be found in the Academic Integrity and Misconduct Policy, available on ASLI's website and/or at the reception.

Plagiarism And Cheating

ASLI is committed to upholding standards of academic integrity and honesty. Plagiarism and Cheating in any form are unacceptable and will be treated seriously by ASLI. Students will be advised at the beginning of their course about the Academic Integrity and Misconduct Policy and procedures and the provisions relating to plagiarism, cheating, collusion, and the misuse of Artificial Intelligence (AI) tools.

Plagiarism

Plagiarism means to take and use another person's ideas and or manner of expressing them and to pass these off as one's own by failing to give appropriate acknowledgement, including the use of material from any source, staff, students, or the internet, published and unpublished works. Plagiarism occurs when students fail to acknowledge that the ideas of others are being used.



Specifically, it occurs when:

- Other people's work and/or ideas are paraphrased and presented without a reference.
- Other students' work is copied or partly copied.
- Other people's designs, codes or images are presented as the student's own work.
- Phrases and passages are used verbatim without quotation marks and/or without a reference to the author or a web page.
- Lecture notes are reproduced without due acknowledgement.
- Plagiarism may take the form of similar work submitted by students who may have worked together.

Use of Artificial Intelligence (AI)

The unauthorised use of AI-generated content such as that created using tools like ChatGPT, Google Gemini or similar platforms may also constitute plagiarism. Specifically:

- Submitting work wholly or substantially generated by AI tools as your own, without acknowledgment or prior permission, is considered academic misconduct.
- Even if AI-generated content is paraphrased or edited, it must be clearly cited and used only with express approval.
- AI tools may be used only where permitted by the trainer or assessor and in line with the learning or assessment activity's intended outcomes.
- Students must be able to demonstrate understanding and original thought and must not rely on AI-generated responses to meet competency requirements.

This policy aligns with of the Standards for RTOs 2025, which requires that assessment ensures the authenticity of a student's work. Assessors must be confident that submitted work reflects the learner's own knowledge and skills and meets the rules of evidence: authenticity, validity, currency, and sufficiency.

Failure to comply may lead to academic penalties, including the requirement to resubmit work, cancellation of results, or disciplinary action in line with the provider's academic integrity and Misconduct Policy.

Collusion

Collusion refers to unauthorised collaboration on assessable written, oral, or practical work with another person. It occurs when two or more individuals work together on an individual task and present it as their own separate work.

- Submitting work that has been jointly produced without permission
- Assisting or allowing another student to copy or submit your work
- Sharing answers, files, or drafts during assessment without assessor approval
- Co-developing AI-generated responses and presenting them as individual effort

Collusion is considered a breach of academic integrity and will be treated seriously.

Cheating

Cheating includes but is not limited to:

- Someone copying from others work.
- Someone pretending that it is their own work.



- Using unauthorised materials or notes during an assessment task
- Using Artificial Intelligence (AI) tools such as ChatGPT or similar without trainer approval to generate responses
- Submitting work purchased or obtained from another person or online source

Cheating breaches the principles of authenticity and validity in assessment, as required under the Standards for RTOs 2025, and may result in disciplinary action, including reassessment fees, suspension, or expulsion.

Consequences: Plagiarism and Cheating

Plagiarism is unacceptable and each case of plagiarism will be treated on its own merits. Educational procedures will be in place to assist students to avoid submitting assessment work that does not meet the required standards of evidence-based writing.

- All assessment work submitted by a student will be assessed in accordance with its academic merit. If a student fails an assessment task because of the absence of appropriate citations and references, it may be a consequence of the student failing to meet the stated criteria for the task, rather than as a punishment for plagiarism.
- Inappropriate practices in the use of referencing, citations, quotations, or attributions for formative assessment may be dealt with by the assessor, who may refer students to appropriate resources to improve their academic skills. Suspected incidents of plagiarism involving summative assessments must be dealt with according to the guidelines of the policy.
- The penalties associated with plagiarism are designed to impose sanctions that reflect the seriousness of ASLI's commitment to academic integrity. Penalties may include resubmitting assessment work i.e., further reassessment and/or possible financial penalty or failing the unit. It may also lead to students being re-enrolled in the unit which will incur additional payment.
- The student's assessment will be deemed Not Yet Competent (NYC). The student will be given a warning and will be required to redo the assessment. Additional charges may apply for reassessments. If students are engaged in such act for a second time, they may be suspended or expelled from the course.
- Use of Artificial Intelligence (AI) tools in assessments without authorisation will be treated as serious misconduct and subject to the same consequences, in accordance with the Standards for RTOs 2025.
- Training Manager will keep a record of all suspected incidents of plagiarism brought to attention by the trainers. Procedural aspects of these records will be reviewed to ensure that they have been dealt with consistently, fairly, and in line with ASLI's policy and procedure framework.

If trainer and/or Training Manager finds that a student has committed multiple and/or systematic acts of plagiarism, or admits to, or is found to have committed, conduct that prejudices the interests of other students or the integrity of an assessment scheme itself, then the case will be dealt with as a complaint of student misconduct under the Student Code of Behaviour at ASLI, and a further penalty may be imposed.

Kindly refer to Academic Integrity and Misconduct policy available on ASLI's website and/or at the reception for more details.



Code of Conduct

Australian Study Link Institute (ASLI) shall at all-times act with integrity in dealings with all students, staff, and members of the community.

ASLI adopt such policies and practices to ensure the quality of vocational education and training programs offered are relevant, current, and compliant with:

- the Standards for RTOs 2025,
- the Education Services for Overseas Students Act 2000,
- the National Code of Practice for Providers of Education and Training to Overseas Students 2018,
- relevant Commonwealth and State legislation, and
- requirements set by ASQA (Australian Skills Quality Authority) and other regulatory bodies.

ASLI's obligations to the student, including that ASLI is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF [Australian Qualifications Framework] certification documentation".

ASLI will ensure:

- The provision of adequate facilities in which to conduct training programs.
- The employment of qualified staff and ongoing professional development to deliver and assess courses effectively
- Accuracy in representing the services provided and training products on the current scope of registration.
- ASLI ensures the accuracy and compliance of all marketing and promotional material in accordance with Standard 2.1(a) of the Outcome Standards for RTOs 2025 and Part B of the National Code 2018, ensuring students are given clear, current, and accurate information to make informed decisions.
- Compliance with current Occupational Health and Safety (OHS) and Duty of Care obligations to ensure the health, safety, and wellbeing of students, staff, and visitors.
- The maintenance of adequate records and security of all current and archival student records. Students can request to re-check their records as per ASLI's Management Policy.
- The maintenance and continual improvement of a Quality Assurance / Management System in line with ASQA's expectations for RTO governance and monitoring
- All employees, Education Agents and representatives are familiar with and agree to comply with this code of conduct.
- Maintain quality training and to uphold the highest ethical standards.
- The delivery of quality, inclusive training that supports fairness, equity, and student wellbeing
- Respect for diversity, including culture, gender, sexuality, religion, and disability, in line with ASLI's Access and Equity Operating Principles Policy

ASLI shall refrain from associating with any enterprise, which could be regarded as acting in breach of this code of conduct.

All people involved at ASLI must always show respect and courtesy to others. Every person at ASLI has the same right to deliver or receive education in a safe, inclusive, culturally respectful, and supportive environment.



Student Code of Conduct

Each student of ASLI must abide by the following:

- If you have a problem, use consultation respectful discussion, or the complaints process rather than confrontation to seek resolution.
- Follow the trainer's directions and participate in all class activities.
- Complete all scheduled assessments on time.
- Always communicate in English during training and assessments to support language development and consistency.
- Smoking, alcohol consumption, or carrying alcohol is strictly prohibited on ASLI property.
- Cheating, plagiarism, or collusion in any assessment, test, or exam is considered academic misconduct and will result in disciplinary action.
- Drugs are expressly forbidden from being brought into any of ASLI premises.
- Any student found with drugs will be reported directly to the police.
- Maintain respectful behaviour in shared spaces. Do not shout, run, or make unnecessary noise whilst walking around the Institute. This disrupts the rights of other students to learn.
- Treat all students, staff, and visitors with respect. Discrimination, harassment or bullying based on race, gender, sexuality, religion, disability, nationality, or any other personal attribute will not be tolerated. Every person at ASLI has the right to feel safe, respected, and valued.

This Code of Conduct is intended to ensure that each member of the student community enjoys a safe, inclusive, and respectful learning environment, resulting in benefits for all. Students are expected to conduct themselves in a manner that will uphold the values and integrity of the learning environment.

General Misconduct

The appropriate authority will be called to deal with students who:

- Obstruct or disrupt any official meeting, ceremony, or other activity.
- Refuses to leave a property after being reasonably requested to do so.
- Engage in physical violence or dishonest conduct while undertaking training or other activities.
- Disrupt the orderly operation of ASLI or interfere with the ability of others to study, work, or participate in ASLI activities.
- Contravenes any rules or acts including ASLI's policies, procedures, or legal requirements.
- Wilfully disobeys or disregards any lawful order or direction from ASLI personnel.
- Refuses to identify him or herself when lawfully asked to do so by ASLI staff.
- Knowingly provide false or misleading information related to their enrolment or conduct at ASLI.
- Misbehaves in a class, meeting or other activity under the control or supervision of the ASLI, or on ASLI's premises or other premises to which the student has access as a student of ASLI.
- Fails to comply with any penalty imposed for breach of discipline or penalty imposed for prior misconduct.
- knowingly makes any false or misleading representation about things that concern the student as a student of ASLI or breaches any of ASLI rules.
- Harasses or intimidates another student, a member of staff, a visitor to the ASLI or any other person while the student is engaged in study or other activity as a Institute student, because of race, ethnic or national



origin, sex, marital status, sexual orientation, gender identity, disability, age, political conviction, religious belief or for any other reason;

- Misuses any facility in a manner which is illegal, or which is or will be detrimental to the rights or property of others. This includes the misuse, in any way, of any computing or communications equipment or capacity to which the student has access at or away from the ASLI premises while acting as an ASLI student, in a manner which is illegal, or which is or will be detrimental to the rights or property of others.
- A formal disciplinary and warning system exist, and continued misconduct/disruptive behaviour may result in students being expelled and the Department of Home Affairs (DHA) advised.
- ASLI will issue the student with a written warning before taking any disciplinary actions.
- ASLI will notify the student in writing of its intention to suspend and/or cancel the student's enrolment. This notification will include advice that deferring, suspending, or cancelling a student's enrolment may affect their student visa.

Students have the right to appeal a decision made to defer, suspend, or cancel their studies and have 20 working days to access ASLI's complaints and appeals process prior to ASLI taking action to suspend or cancel the student's enrolment.



AUSTRALIAN STUDY LINK INSTITUTE

Level 2, 123 Lonsdale St
Melbourne, VIC 3000, Australia
Phone: +61 3 9639 9951 | Website: www.asli.vic.edu.au
CRICOS No: 03483G | RTO No : 40794

Training Facilities & Resources

Training Location

RTO Connect Pty Ltd t/a Australian Study Link Institute

Campus Address: Level 2, 123 Lonsdale Street, Melbourne VIC 3000

ASLI's Commercial Kitchen: 4-6 Baxter Street Coburg VIC 3058 Australia.(applicable to SIT qualifications only)

Telephone: +61 3 9639 9951

E-mail: info@asli.vic.edu.au | sso@asli.vic.edu.au

Website: www.asli.vic.edu.au

How to Reach ASLI Campus/ Training Facility

By Public Transport

Nearest Train Stations:

- **Campus** Parliament Station, Melbourne Central Station,
- **ASLI's Commercial Kitchen:** Coburg Station, Moreland Station

By Tram

- **Campus:** Tram No 86, 96, 59, 57, 19
- **ASLI's Commercial Kitchen:** Tram No 19, 6

By Uber: Uber services are available round the clock. 24/7

By Taxi: TAXI services are available round the clock. 24/7

By Car: If you are driving, you can use parking facilities available near the campus.

FIND US

Conveniently located in the heart
of Melbourne.



OUR LOCATION

Level 2, 123 Lonsdale Street,
Melbourne VIC 3000

HOW TO REACH US



By Train

Parliament Station,
Melbourne Central Station



By Tram

Tram No. 86, 96, 59, 57, 19



By Car

Parking facilities available
near the campus.



By Taxi

TAXI services available
24/7



By Uber

Uber services available
24/7



**EASY TO REACH.
CLOSE TO EVERYTHING.**



Close to public
transport



Central location in
Melbourne CBD



Easy access for
students & visitors



Services provided by Australian Study Link Institute

Modern Campus Facility

- Fully equipped classrooms with table, chairs (flipped chairs), projectors.
- Computer lab with Desktops with LED monitors
- Chairs with Tables where students can keep their notebooks or laptops.
- Quiet Study area with computers for students to work on assignments and/or study.
- Library
- Climate control Air Conditioning
- High speed internet
- Access to many cafés and restaurants
- Photocopying and printer facilities for students (conditions may apply)
- Prayer room / multi-faith space available upon request
- Disability access support, including accessible entrances and amenities
- Kitchenette facilities with microwave and kettle for student use
- Academic and LLND support services available through scheduled workshops or one-on-one sessions
- Student welfare services, including referral to external counselling and mental health support if required

Classrooms

Theory component of the course will be delivered at in the classroom-based, face-to-face setting. All classrooms are equipped with the following resources for the delivery and assessment of the units of competency selected for this each qualification.

Classroom resources include:

- Computer with Internet connection to enable research.
- Access to network printers and photocopiers from class
- Data projectors connected with trainer's computers.
- Whiteboard for interactive teaching
- Table and chairs for all learners
- Power points for laptop, computer and other digital devices

Class Times And Reception Hours

Category	Details
Reception Hours	9:00 am – 5:00 pm (Monday to Friday)
Class Schedule	7:00 am – 8:30 pm (all seven (7) days i.e., Monday to Sunday)
Student Support	Student support officer will be available at the institute during scheduled classes to provide support to students
Daily Class Limit	Students will not be scheduled for more than 8 hours class in a day. Classes will run in 4 hours session. Students are requested to call ASLI to receive information on the class timetable.



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For further information regarding your course and intake kindly contact at sso@asli.vic.edu.au

Note: Delivery schedule will change according to class availability or shifts.

Access To Computers and Textbooks

Institute has access to learning resources relevant to each unit including hospitality, kitchen management, commercial cookery, leadership, management, business textbooks & other books and resources available at Australian Study Link Institute.

List of resources and books will be available at Australian Study Link Institute reception.

Kitchen and Lunch Options

ASLI has a designated kitchen area where students can have lunch, and drink tea/coffee. The kitchen area is equipped with basic amenities such as a microwave, kettle, and sink, and is accessible during campus opening hours. Students are expected to keep the area clean and tidy for shared use.

Student Online Resource Facilities and Books and Learning Resources

Students will have access to computers in the computer lab which allows students to access online learning resources. Students will also be provided with a learner's guide, books and reading materials.

Photocopying and Printing Facilities

Printing and photocopy facilities are available from reception. Students may request printing from reception.

Books and Learning Resources

ASLI will provide the learners with reading material for students to read and keep (Cost for handouts and reading material is already included in Material fees). Books will be available in the library for students to read and learn.



Student Support Services

All staff at ASLI will be available to provide general advice, assistance, and support with matters such as studying, assessment, accommodation assistance, English language problems and counselling. Students requiring special or intensive assistance may contact a student support officer who may refer them to external support services if required.

ASLI will offer reasonable support to overseas students at no additional cost to enable them to achieve expected learning outcomes, regardless of the student's place or mode of study, in accordance with of the Standards for RTOs 2025, Standard 6 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018, and Section 21 of the ESOS Act 2000.

This includes access to academic, language, digital, and wellbeing support services.

However, students may be required to pay any fees charged by external support services if referred (e.g., specialist counselling, medical services, or accommodation assistance), as these are not delivered directly by ASLI.

A Student Support Officer has been appointed to be the point of contact for students who require support. The Student Support Officer will have up-to-date details of the ASLI's support services. All administration and academic staff will provide student support in their respective areas to assist the student.

Student Support Officer

Email: sso@asli.vic.edu.au | Contact: +61 3 9639 9951

All students who require support can contact ASLI's student support officer through email, phone or on campus. Student support services will be always available for students.

ASLI has sufficient student support personnel to meet the needs of the overseas students enrolled with ASLI. ASLI will maintain one student support officer for every 80 students (1:80 ratios) to ensure sufficient support is available for students. Every member of ASLI Staff will execute the procedural aspects of the Student Support, Welfare and Wellbeing Policy with specific matters dealt with by specialised personnel.

Students can fill up a "Student Support Request Form" to mention the support they require in detail. This form is available on the website www.asli.vic.edu.au and is also available on campus.

Student support officer or their representative will record the details in student support register and will make sure that student is satisfied with the support requested by him or her.

ASLI will maintain evidence of the support provided to the students in file. This includes maintaining and keeping record of:

1. **Student Support Request form:** available from ASLI's reception or website www.asli.vic.edu.au. Meetings will be conducted regularly with the students to check if students are receiving enough support to meet their requirements. ASLI understands the difficulty that students may have to face when they are away from their home. Therefore, ASLI ensures to provide support to students whenever they are in need at no additional cost to the students. Students may have to bear the cost associated with external services.
2. **Academic Support - Intervention Strategy Form:** Students whose attendance is unsatisfactory (i.e., below 80%) or if the student is at risk of achieving unsatisfactory course progress (not demonstrating



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competency in at least 50% of the units in the given study period) will be called for Intervention meeting and intervention strategies will be discussed and applied. For more information, kindly refer to Attendance and Course Monitoring Policy and Procedures available on the website or from Reception.

The support staff and initial contact person on campus are:

Service	Responsibility	Phone no	Email
Emergency Health , safety and security, critical incident/ student's health, and safety.	CEO, Campus Manager, Training Manager	+61 3 9639 9951 (Office hours) (In case of life-threatening emergency, CALL 000)	info@asli.vic.edu.au
Academic Support/ IT Support (including catch-up classes, academic progress, attendance/ First Aid, Safety and Security), and students' health and safety.	Training Manager Campus Manager	+61 3 9639 9951	sso@asli.vic.edu.au
Complaints & Appeals / Administration Matters (including enrolment, orientation, deferral, results, Refunds)/ LLND Support, Intervention, IT Support	Campus/ Training Manager/ Support Officer	+61 3 9639 9951	sso@asli.vic.edu.au
Student Support Services/ Internal Counselling support/ Non-Academic support including Admin related support services/ Orientation	Student Support Officer	+61 3 9639 9951	sso@asli.vic.edu.au
Marketing/Accommodation Support	Marketing Officer	+61 3 9639 9951	sso@asli.vic.edu.au

Table 1: Support Staff and Initial Contact Person on Campus.



Orientation Sessions

Many students find life in Australia quite different from life in their home country, so Australian Study Link Institute organises orientation session to help students become familiar with Australian culture, customs and ASLI's academic and support environment. All overseas students are required to attend the orientation program, which is held on or before the commencement of their course. All students will go through orientation program prior to the enrolment.

Australian Study Link Institute (ASLI) conducts an age and culturally sensitive orientation programme delivered by official point of contact personal i.e., Student support officer or representative. This orientation program provides information on being safe on campus and around campus. These sessions ensure students are aware of their rights, responsibilities, and the available support.

This orientation program will include information regarding:

- Support services available to assist overseas students to adjust to study and life in Australia.
- Being safe on campus and around campus, including personal safety tips
- Support services available at ASLI to assist overseas students to help them adjust to study and life in Australia
- Support services available at ASLI, including counselling and welfare support
- Including awareness of respectful behaviours, anti-discrimination laws, and prevention of vilification, including antisemitism
- English language and study assistance programs, including Language, Literacy, Numeracy and Digital (LLND) skills support
- Any relevant legal services
- Emergency and health services
- ASLI's facilities and resources
- Feedback, Complaints and appeals processes, including access to external appeals
- Information on visa conditions relating to course progress and attendance requirements and the consequences of non-compliance
- The support services available to assist students with general or personal circumstances that are adversely affecting their education in Australia.
- Services that students can access for information on their employment rights and conditions, and how to resolve workplace issues, such as through the Fair Work Ombudsman.

Orientation sessions are a great way of meeting other students and build social connections.

Please refer to ASLI's Student Support and Welfare and Wellbeing Policy for more details available on ASLI's website.

Fair Work Ombudsman

Fair Work Ombudsman is an independent statutory agency of the Government of Australia that serves as the central point of contact for free advice and information on the Australian national workplace relations system. It provides resources and support to help students understand their workplace rights, pay rates, and conditions of employment. The Office of the Fair Work Ombudsman also investigates workplace complaints and enforces compliance with national workplace laws. Students can visit www.fairwork.gov.au or call 13 13 94 for assistance.



Fair Work Ombudsman focuses on:

- Providing education, assistance, advice and guidance to employers, employees, outworkers, outworker entities and organisations.
- Promoting and monitoring compliance with workplace laws.
- Inquiring into and investigate breaches of the Fair Work Act.
- Taking appropriate enforcement action.
- Performing statutory functions efficiently, effectively, economically, and ethically.
- Supporting international students by helping them understand their rights, including minimum wages, work hours, and protections against workplace exploitation.

For more information, refer to www.fairwork.gov.au.

National Employment Standards

The National Employment Standards (NES) are 11 minimum employment entitlements that must be provided to all employees. The national minimum wage and the NES make up the minimum entitlements for employees in Australia. An award, employment contract, enterprise agreement or other [registered agreement](#) can't provide for conditions that are less than the national minimum wage or the NES. They can't exclude the NES. These standards apply to international students working in Australia, regardless of their visa type or hours of work, and employers must comply accordingly.

The 11 minimum entitlements of the NES are:

- Maximum weekly hours
- Requests for flexible working arrangements
- Offers and requests to convert from casual to permanent employment.
- Parental leave and related entitlements
- Annual leave
- Personal/carer's leave, compassionate leave and family and domestic violence leave
- Community service leave
- Long service leave
- Public holidays
- Notice of termination and redundancy pay.
- Fair Work Information Statement (the FWIS) and Casual Employment Information Statement (the CEIS).

International students should ensure they receive the Fair Work Information Statement from their employer at the start of employment as per National Code 2018, Standard 6.1.6(h) for student awareness of workplace entitlements.

For more information, refer to <https://www.fairwork.gov.au/employment-conditions/national-employment-standards#nes-entitlements>.



Arrival Assistance

ASLI can provide arrival assistance to students by informing and guiding them about the arrival assistance provided at Melbourne Airport. There is a Student's Welcome Desk available at Melbourne airport run by the government. It is open at key student arrival times and offers information, advice, and a Welcome Pack when you arrive. Visit <https://www.studymelbourne.vic.gov.au/> for more information.

ASLI provides airport pick up on pre-arranged basis from Airport to ASLI's head office located at 123 Lonsdale Street, Melbourne, Victoria 3000. Students are required to fill the Airport Pick up form available on ASLI's website or students can email their request for Airport pick up at sso@asli.vic.edu.au. This service is particularly recommended for underage students (if applicable) or those arriving in Australia for the first time. Students are requested to contact ASLI at +61 3 9639 9951 in advance, no later than 72 Hours before arrival to avoid any inconvenience.

Airport Pick Up Fees: AU\$300

(subject to change and outlined in the Offer Letter/Student Agreement).

There is also a help desk available at the airport for international student to assist students in finding suitable airport pick up services e.g., UBER, Sky Bus, and taxi services.

Accommodation Assistance

ASLI does not have its own accommodation facilities. However, accommodation assistance will be provided to students upon request. This includes guidance on short-term and long-term options such as homestay, student hostels, private rentals, and shared accommodation. Providing accommodation advice is free of cost. However, students will have to pay fees for the accommodation booked on behalf of them.

All payments and bookings must be made in advance as per the third-party provider's terms. Four weeks of notice prior to arrival is required. ASLI recommends that students carefully review rental contracts or agreements and encourages students to contact Tenants Victoria or Study Melbourne for additional legal advice if needed.

Academic Support

Students may have concerns about their academic performance or other related issues that are placing them at risk of not achieving the requirements of their course. Students can gain advice and support in ensuring they maintain an appropriate academic level, and general support to ensure that they achieve satisfactory course progress. ASLI ensures students are made aware of available support early in their enrolment and throughout their studies. A student's course progress and attendance are monitored, and proper guidance and support is provided if unsatisfactory course progress or low attendance has been identified.

Unsatisfactory course progress is defined in accordance with National Code 2018 – Standard 8, and ASLI's Attendance & Course Monitoring Policy and Procedures. Unsatisfactory Course Progress is defined as not successfully completing or demonstrating competency in at least 50% of the units in the given study period defined in the training and assessment strategy for the course.

ASLI will implement an intervention strategy as soon as a student is identified as at risk. Students will be reported to the Department of Home Affairs (DHA) if a student shows unsatisfactory course progress in two consecutive study periods.



A student can discuss any academic or other related issues to study at ASLI at any time with the student support officer. The student support officer will be able to provide advice and guidance, or referral, where required.

We carefully monitor course progress to ensure students do not fall behind course requirements because we want our students to succeed.

Intervention strategies are put in place to assist students to achieve the study goal they initially set out to attain. If learners are having any difficulties, it is advised that they should contact student support services at the earliest opportunity so that support can be provided in the best way possible.

Intervention strategies may include, but are not limited to:

- Reduced Study Load
- English language Support.
- Language, Literacy, Numeracy and Digital (LLND) and academic skills support
- Specific subject enrolment
- Change of Course.
- Extra classes and/or re-assessment
- Counselling, Mentoring.
- Referral to external study or wellbeing services where required
- New Study Plan: Placing student in suitable alternative subject within a course or a suitable alternative course, or a combination of the above and/or a reduction in course load.
- Extension of CoE.

Students are advised that extensions to the CoE must be compliant with visa conditions and only approved where compassionate or compelling circumstances apply.

English Language Support and LLND Support

If students do not meet the recommended English and Language, Literacy, Numeracy and Digital (LLND) requirements, students will be referred for additional support to be provided by the institute or students will be asked to take further Language, literacy, and numeracy training, such as ELICOS programs (ASLI does not offer ELICOS programs).

Students will be advised to enrol in external English or LLND support programs as appropriate, with guidance provided on selecting a suitable course. ASLI will provide support and guidance to students who are facing difficulty in English or LLND. Students are requested to meet Student Support Officer to seek guidance and/or support. Appropriate strategies will be implemented to assist the students with their learning. This support aligns with Outcome Standard 2.2 and 2.3 of the Standards for RTOs 2025.

ACSF Support Plan

ACSF Support plan is a plan developed for students who are facing difficulties in meeting Language, Literacy, Numeracy and Digital (LLND) requirements. This plan is implemented for student to achieve expected learning outcome. Support learning outcomes will be provided in the areas where students have been identified as facing difficulty. Support will be provided if a student's entry level is less than the required level. Support plan for students will be developed on individual case by case basis, using the results of the Pre-Training Review (PTR) and LLND diagnostic tools.



Support plan can be created in areas:

1. Learning
2. Reading
3. Numeracy
4. Writing
5. Oral Communication
6. Digital Skills

These areas correspond to the five core skills outlined in the Australian Core Skills Framework (ACSF).

If required, students can also be provided with support in Grammar, Vocabulary, and Pronunciation, and digital literacy. Students must contact ASLI to seek assistance or support in LLND. Early intervention is encouraged to avoid any negative impact on course progress.

Details of ACSF Support plan are outlined in ASLI's LLND Policy and Procedure can also be made available from the reception.

Student Counselling

Stress, financial difficulties, health, family, relationship issues and social issues can all affect a student's ability to settle into study. Our student support officer offers a confidential support service and external referral where necessary. Students can obtain more information on the support services available at ASLI by speaking to our friendly staff member. All students needing counselling, study skills assistance or practical help should make an appointment with the Students Support Officer on campus. An appointment can be made at reception or by emailing us at info@asli.vic.edu.au or sso@asli.vic.edu.au

ASLI supports the diverse needs of its student body, including students from culturally and linguistically diverse (CALD) backgrounds, First Nations students (Aboriginal and Torres Strait Islander peoples), and others who may require tailored assistance. Where appropriate, culturally safe referrals or targeted wellbeing services will be offered.

Personal Counselling Services will be organised where student is identified in need of counselling and may take the form of advice or referral to other services. Personal counselling services include:

- Grievance/conflict resolution
- Relationship issues
- Stress and coping
- Cultural, socio-economic, family issues
- Support for First Nations students, CALD students, and students from diverse backgrounds, where applicable
- Access and equity issues
- Student welfare and support
- Study skills advice
- Referrals to other agencies/professionals
- Crisis resolution
- Therapeutic counselling



For Medical service and support near main campus, students may seek help from the reception or from student support officer.

Medical Centres Near the Campus

The following medical centres are located close to ASLI's main campus. These services can assist students with general health, wellbeing, and medical advice. Students are encouraged to bring their valid Overseas Student Health Cover (OSHC) card to appointments.

Medical Centre	Address	Contact
Medical One - Melbourne CBD – QV	Level 3, QV Terrace, Swanston Street Melbourne	03 8663 7000
Collins Street Medical Centre	7th Floor / 267 Collins Street, Melbourne	03 8575 6900
The Town Medical Centre Health & Medical	5/179 Queen St, Melbourne	03 9670 5777
CBD Doctors Melbourne	10/53 Queen Street, Melbourne	03 9077 9912

After Hours Care is provided through National Home Doctor Service - Phone number: 13 74 25

This service allows students to speak to or be visited by a qualified doctor outside standard clinic hours. ASLI staff can assist students in booking medical appointments upon request.

Students will be provided with counselling on:

- i. Academic and future progress advice
- ii. Welfare matters

These services will be available and accessible by all students at suitable times, regardless of their study mode or delivery location.

Please Note: Referral to any medical services available or external counsellors will be provided free of cost by the institute. However, the cost of medical consultations, prescriptions, or sessions with an external provider must be covered by the student or their Overseas Student Health Cover (OSHC), where eligible.

Australian Study Link Institute (ASLI) offers reasonable and equitable support services to all students to enable them to achieve the expected learning outcomes regardless of the place of study, the mode of study, or individual background, at no additional cost to the student.

ASLI will ensure that students are provided with sufficient support so that they can adjust to study and life in Australia. This includes access to learning support, wellbeing services, cultural safety measures, and academic counselling. Students are encouraged to contact Reception for more information.

Students requiring assistance with course progress should contact the students support services as soon as possible. Early intervention allows ASLI to provide tailored support strategies to help students succeed.



Student Melbourne Study Centre (SMSC)

SMSC offers free support, information, and contacts to help students to enjoy living and studying in Victoria. It provides information, referral, and practical support for all international students in Victoria. Support may include help with housing, employment, wellbeing, legal services, safety, and crisis situations.

For more details, please refer to:

<https://studymelbourne.vic.gov.au/living-here/help-in-tough-times>

Address: 17 Hardware Ln, Melbourne VIC 3000, Australia

Phone: 1800 056 449

Open to all international students, SMSC is a safe and inclusive space.

Disability Support

Australia has a law that protects individuals from discrimination in many areas of public life, including education. A person with disability has just as much right to study as any other student.

ASLI will apply reasonable adjustments for students with disability. However reasonable adjustment applied must not be detrimental for the students to achieve course outcomes. ASLI will apply reasonable adjustments to the level it can, in consultation with the student and in accordance with the Disability Standards for Education 2005

<https://www.education.gov.au/disability-standards-education-2005>

This means that the institute will not:

- Refuse admission based on disability.
- Accept a student with a disability on less favourable terms than other students (for example, asking for higher fees).
- Deny or limit access to a student with disability (for example, not allowing access to excursions, or having inaccessible student common- rooms or lecture facilities).
- Fail to implement agreed adjustments that are necessary for equal participation, unless it would cause unjustifiable hardship to the institution

Students with disability are encouraged to disclose their needs early, preferably at enrolment or orientation, to enable timely support planning. All disclosures will be treated confidentially.

Student Welfare Services

ASLI's CEO and Student Support Officer will provide basic counselling services to all students. These services will assist students experiencing difficulties in any aspect of their lives, including issues of academic or personal nature. The student support officer is available to students to help them to access study support and welfare-related services such as:

Legal Services

ASLI can refer the student who requires legal advice to Legal Aid Victoria (free of cost usually) or a legal practitioner, the referral is at no cost to the student. Student will be responsible for any cost related to the legal advice charged by private legal practitioners.



Accommodation

Accommodation advice is available to all the international students from the point of application to the completion of their course. ASLI ensures accommodation guidance is inclusive, culturally safe, and tailored where possible to students' backgrounds and needs.

Emergency and Health Services

During orientation, students will be advised regarding campus safety and how to access emergency and health services in Australia. For non-urgent services, students are encouraged to speak with the student services. For medical or other emergencies, students are instructed to contact the appropriate services, e.g., 000 and inform ASLI as soon as appropriate. ASLI staff are available to help students access appropriate after-hours and crisis services when required.

Facilities and Resources

At orientation, students will be given a guided tour of the campus and all ASLI facilities. At this time, they will be explained all available resources.

Feedback, Complaints and Appeals Processes

Feedback Complaints and Appeals Policy and procedures are available in detail on the website www.asli.vic.edu.au and can be made available from reception and from ASLI's website. All students are assured of procedural fairness and access to both internal and external appeal options.

Students will be advised of their visa conditions relating to the course progress and or attendance as appropriate during the orientation so that students can continue to meet their visa conditions. This is a key requirement under National Code 2018.

At ASLI, Intervention Strategies are implemented in line with the Attendance and Course Monitoring Policy and Procedure who are facing difficulties in achieving satisfactory course progress or are unable to attend classes due to problems or issues they may have.

ASLI can also refer students to external counselling services for various issues if necessary. Each case is handled sensitively and confidentially, based on individual student needs. There is no fee attached to seek advice on welfare support and referral service.

Support Staff

- **Enrolment Officer/Administration Officer:** Enrolment Officer handles all the admissions and enrolment related processes and queries.
- **Student Support Officers:** provides academic and non-academic support to students which includes providing counselling, mentoring, accommodation support, etc. and handles course related queries.
- **Health, Safety and Security Support, First Aid and Counselling:** provides medical assistance, student safety support, , and counselling. In emergencies, staff can assist with first aid, emergency response, and connecting students with after-hours services.



- **Complaints & Appeals Officer /Admin officer/Student Support Officer:** Handles all general courses, enrolment, and administration queries and complaints resolution. All student concerns are managed according to ASLI's feedback, complaints and appeals procedure and are treated confidentially and fairly.
- **Trainers and Assessors** handles all the specific course related queries and assessment issues. They are available during class hours and support students in achieving learning outcomes.
- **Student Support Officers:** will be available at the institute during scheduled classes to provide support to students with any academic, personal, or welfare-related issues. ASLI ensures all support services are accessible regardless of students' backgrounds, study mode, or timetable. Students are encouraged to speak to any support staff member for assistance or referral.

Reception: Our reception is open to assist students from 9:00 a.m. to 5:00 p.m. Monday to Friday.

Classes: will be scheduled between 7:00 a.m.-8:30 p.m., all seven (7) days i.e., Monday to Sunday.

Access And Equity

ASLI's Code of Practice includes an Access and Equity Operating Principles. It is the responsibility of all ASLI staff to ensure the requirements of the Access and Equity Operating Principles are always met. We are committed to ensuring that we offer training opportunities to all people on an equal and fair basis. This includes people with disabilities, people from non-English speaking backgrounds, Indigenous Australians, and rural and remote students. All Students have equal access to our courses irrespective of their gender, culture, linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation, or carer's responsibilities.

- Training services are delivered in a non-discriminatory, open, and respectful manner.
- Staff members are appropriately skilled in access and equity issues, including cultural awareness and sensitivity to the requirements of clients with special needs.
- Facilities are updated to provide reasonable access to clients of all levels of mobility, and physical and intellectual capacity.
- Conducts client selection for training opportunities in a manner that includes and reflects the diverse client population.
- Provides culturally inclusive language, literacy and numeracy advice that assists clients in meeting personal training goals.
- Supports culturally safe learning environments for First Nations students, as required under Outcome Standard 2.5(b).
- Respects the values, identities, and beliefs of all learners, and tailors support where needed to remove barriers to participation.
- Is accountable for its performance in adhering to the principles of the policy and welcomes feedback as part of its quality improvement system.

ASLI is committed to access and equity principles and processes in the delivery of its services and working environment in accordance with the Sex Discrimination Act 1984 (Cth), Australian Human Rights Commission Act 1986 (Cth), Racial Discrimination Act 1975 (Cth), Victorian Equal Opportunity Act 2010 (VIC), Victorian Equal Opportunity and Human Rights Commission and Disability Discrimination Act 1992 (Cth)

These legislative frameworks guide ASLI in promoting an inclusive, safe, and equitable environment for all students and staff, regardless of gender, race, disability, cultural background, or personal circumstances.



Any concerns, questions, or feedback related to access and equity should be directed to the Training Manager or Campus Manager. All staff and students are expected to comply with ASLI's Access and Equity requirements at all times.

If you have any suggestions as to how we can improve our performance with respect to access and equity, or if you would like further information on anything related to the Access and Equity Operating Principles please contact the Campus Manager or Training Manager.

You can review the Access and Equity Operating Principles at ASLI's website or at reception.

Students With Special Needs

Australian Study Link Institute's policy on assessment is to give all students an equal opportunity to demonstrate their knowledge and skills. Where necessary and possible, we will make arrangements to take account of a student's special needs by making reasonable adjustments to the training and/or assessment requirements. This does not mean that a student gains any unfair advantage over other students.

Reasonable adjustment means modifications that allow a student with a disability or specific need to participate on the same basis as others, without compromising the required competency outcomes.

Reasonable adjustments may include:

- Use of adaptive or assistive technologies
- Provision of educational support services
- Adjusted assessment methods (e.g. oral assessments, extended time, use of a reader/scribe)

No Unfair Advantage: Adjustments aim to remove unnecessary barriers, not to provide preferential treatment. Compliance with regulatory standards: Any adjustment must still meet course competency and physical ability requirements, particularly in programs involving practical or safety-related tasks (e.g. hospitality, automation).

Students will be assessed on their current competencies including language, literacy and numeracy and digital skills (LLND) prior to enrolment of the course. The results of this review will guide the development of individual learning support plans.

The learning needs identified from the review will form the basis of any adjustment to the training program and appropriate strategies will be agreed with the student. All agreed adjustments will be recorded in the student's file and must be approved by the CEO or delegated authority. Adjustments will not compromise the competency standards in any way.

Adjustments made will be recorded in the student's file and will not compromise the competency standards in any way whatsoever.

At all times Australian Study Link Institute strives to fulfil its obligations under Victorian Equal Opportunity Act 2010, Victorian Equal Opportunity and Human Rights Commission and Disability Discrimination Act 1992.

Australian Study Link Institute has policies that include access and equity principles and reasonable adjustment provisions. Reasonable adjustment and access and equity principles. Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need. Evidence collection can be adjusted to suit individual student needs if required and will be endorsed by the CEO.



Critical Incidents

As per standard 6.8 of the National Code 2018, ASLI has its Critical Incident Policy in place to ensure appropriate procedures and support mechanisms are in place for managing serious incidents that may impact students' safety or ability to complete their studies.

The policy ensures that any critical incidents or potential critical incidents that could affect student's ability to undertake or complete the course in which they are enrolled are mitigated where possible or monitored closely so that appropriate support can be arranged. The policy ensures that critical incidents and the actions taken are recorded in writing and are kept for a period of not less than two years after the student's enrolment has expired.

All critical incidents will be documented, reviewed, and reported to relevant authorities, including ASQA and the Department of Home Affairs or other relevant authorities, where required.

A Critical incident is defined as a traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear, or injury. Critical incidents that may cause physical or psychological harm include, Examples of critical incidents include but are not limited to:

- Missing students
- Severe verbal, emotional or psychological aggression
- Death, serious injury or any threat of these
- Natural disaster (e.g., flood, bushfire, earthquake)
- Issues such as domestic violence, sexual assault or substance abuse (alcohol/drugs)

It is ASLI's intention to provide students with a safe and supportive environment on campus and advice students and staff on how they can enhance their personal safety and security.

Critical Incident Officer

Phone no: +61 3 9639 9951 | By email: info@asli.vic.edu.au

Please Call National Emergency Number- 000

When you call **Triple Zero (000)**, the automated system will ask if you want Police, Fire or Ambulance. You need to select according to emergency.

Stay Calm, Don't Shout, Speak Slowly and Clearly, and tell the emergency service exactly where to come.

Give an address or location of Level 2, 123 Lonsdale Street, Melbourne, Victoria 3000, Australia.

If you are at ASLI campus. You can also contact our **Student Support Officer** for critical incidents on +61 3 9639 9951 or email to sso@asli.vic.edu.au

For detailed information, students can refer to Critical Incident Policy available on the website www.asli.vic.edu.au and can also be made available from ASLI's reception.



Emergency Contact List

EMERGENCY SERVICE	CONTACT NUMBER
Emergency Fire Police Ambulance	000 (zero, zero, zero)
State Emergency Services (SES)	132500 (For emergency help in flood, storm, and tsunami), https://www.ses.vic.gov.au
Non-Emergency Police	131 444, 9247 6666
Poisons Information Centre: [24 hours]	131 126
Care Ring: 24-hour counselling service	136 169
Lifeline: 24-hour service	131 114
Public transport & timetables	https://www.ptv.vic.gov.au/journey
Dentists: Dental Hospital Service [Emergency Only] Contact the Royal Dental Hospital of Melbourne	(03) 9341 1000; 03 9341 1040
Search and rescue-Australian Maritime Safety Authority	Within Australia - 1800 627 484 Outside Australia - +61 2 6279 5000
Health Direct Australia	1800 022 222
Beyond Blue (Mental Health Support)	https://www.beyondblue.org.au/ 1300 22 4636 (24/7 Support)
Multicultural Centre for Women's Health	https://www.mcwh.com.au/ 03) 9418 0999
Headspace – Youth Mental Health Support	https://headspace.org.au/ 1800 650 890

Consumer Rights

ASLI will notify learners when any change occurs that may affect the services ASLI is providing to students. This includes a change in the ownership or management of the institute, and/or any changes to, new or revised third-party arrangements. relating to the delivery of training, assessment, or student support services.



AUSTRALIAN STUDY LINK INSTITUTE

Level 2, 123 Lonsdale St
Melbourne, VIC 3000, Australia
Phone: +61 3 9639 9951 | Website: www.asli.vic.edu.au
CRICOS No: 03483G | RTO No : 40794

Support Staff

Australian Study Link Institute has designated student support officers to help students with special needs and will refer or provide information to students to qualified counselling services. This will be done at no cost to student.

Student Support Officer

ASLI student support officer handles all support related queries including admissions, enrolment, complaints, and appeals, LLND support, special needs, and assistance. Student support officer will be available at the institute during scheduled classes (Monday to Sunday) to provide support to students. Please contact student support on sso@asli.vic.edu.au for support and appointments.

Academic Support/ Trainer

For all academic progress support matters, ASLI's student support will arrange the appointment with our trainer and assessor. Trainers and Assessor can assist you with LLND difficulties, academic support, assessment information, additional tutorial, or any other academic needs.

To provide quality support services to its students, ASLI will maintain a Support staff to student ratio of 1 Support staff: 80 students.

Student Support Officer

Contact: +61 3 9639 9951 | Email: sso@asli.vic.edu.au

External Support Services

Appointments And Accessing These Services

Student may contact the Student Support Officer by email at sso@asli.vic.edu.au, or they can make an appointment through reception.

ASLI ensures that students are informed about the external support services for their life and study support in Australia.

1.	Consumer Affairs Victoria Provides direct services to the public including advice, information and referral in consumer and residential tenancy matters. Consumer Affairs Helpline: 1300 55 81 81 or 132VIC (132842) and select option 4 https://www.consumer.vic.gov.au Consumer Affairs Victoria GPO Box 123, Melbourne VIC 3001
2.	DirectLine Statewide Alcohol & Drug Counselling, Referral and Support (Melbourne CBD & Victoria) Free, confidential telephone and online counselling, information, and referral to local AOD treatment and withdrawal services. Helpline: 1800 888 236 https://www.directline.org.au/



3.	Legal Aid Victoria Victoria Legal Aid (VLA) is an organisation that provides information, legal advice and education with a focus on the prevention and early resolution of legal problems. Helping Victorians with their legal issues Victoria Legal Aid 570 Bourke Street, Melbourne Victoria 3000 , Call on 1300 792 387, Monday to Friday from 8 am to 6 pm, for free information over the phone about the law and how they can help you.
4.	Fair Work Ombudsman Are you concerned about your pay, work rights, work conditions? Have you been bullied or harassed at work? Are you unsure of where to go to get help? Found out where you stand? Website: https://www.fairwork.gov.au
5.	Reach Out Website designed for young people. Information and resources to assist with self-help or help for others. http://au.reachout.com
6.	Red Cross – International Student Emergency Relief Provides emergency relief support, including financial assistance for vulnerable international students. https://www.redcross.org.au/ Phone: 1800 733 276
7.	Beyond Blue Supports mental health through counselling and resources for anxiety, depression, and wellbeing. 1300 22 4636, www.beyondblue.org.au
8.	1800RESPECT Confidential counselling, information, and support for those affected by domestic or sexual violence. 1800 737 732 (24/7) , www.1800respect.org.au
9.	Lifeline Australia National 24/7 line for domestic and sexual violence. Provides free and confidential crisis support and suicide prevention services., 13 11 14, www.lifeline.org.au
10.	Study Australia Australia's official government website for international students. Offers advice on visas, accommodation, work rights, health cover, and student life in Australia , www.studyaustralia.gov.au



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Other External Support Services

Emergency Services

Fire, Ambulance, Police (life-threatening emergencies): Ring 000

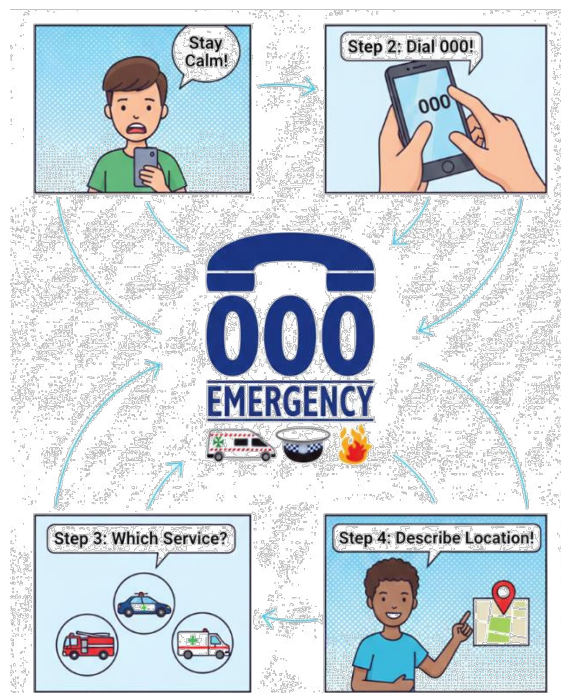
National Translating and Interpreting Service (TIS): 131 450

Hospitals and Medical Issues (Melbourne, Victoria):

- The Alfred: (03) 9076 2000
- Austin Hospital: (03) 9496 5000
- Royal Children's Hospital: (03) 9345 5522
- Royal Women's Hospital: (03) 8345 2000
- Royal Melbourne Hospital: (03) 9342 7000
- St Vincent's Hospital: (03) 9411 7111
- Monash Medical Centre: (03) 9594 6666

To find other services: www.yellowpages.com.au

(Hospitals listed are public hospitals offering emergency and outpatient services. Students should carry their valid OSHC card when accessing medical care. Students are advised to check with their OSHC provider to confirm what costs and services will be covered for their visit)



Legal & Dispute Support

- The Resolution Institute Free call 1800 651 650 , www.resolution.institute
- Victoria Legal Aid: www.legalaid.vic.gov.au
- Dispute Settlement Centre of Victoria (DSCV): 1300 372 888 | www.disputes.vic.gov.au

Places of Worship (Interfaith Support & Community Engagement)

- Churches: www.australianchurches.net
- Mosques: <https://isv.org.au/>
- Temples Australia: www.hinducouncil.com.au
- Sikh Temple: <http://www.sikhyouthaustralia.com/>
- Interfaith Network Victoria: www.interfaithnetwork.org.au

Other Support Services

The following support services are free. They can provide you with referrals to help you deal with the issue you are facing:

- **Men's Line Australia** (Support for men's mental health and relationships.): 1300 78 99 78
- **Grief Line** (Support for grief, loss, and bereavement) 1300 845 745 (12 noon - 3 am, 7 days a week, all year)
- **The Gambling Help Line:** 1800 858 858



Our Obligation to You

Australian Study Link Institute is responsible for the quality of the training and assessment in compliance with the Standards for Registered Training Organisations 2025, and for the issuance of the AQF certification documentation.

This means the institute is obligated to deliver and assess students in accordance with the course requirements and to issue appropriate credentials to students who have met the assessment requirements and have been assessed as competent in the units of competency.

This also includes ensuring that training and assessment are conducted in accordance with the requirements of the relevant training product (e.g., qualification, skill set, or accredited course), and that assessments are fair, valid, and reliable. For international students, the Institute meets its additional responsibilities under the Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2018, ensuring appropriate support, protection, and information are provided throughout the student journey.

Transfer Between Registered Providers

The National Code 2018 restricts the capacity of students to transfer to other providers prior to completing six months of their principal course. ASLI will not actively recruit a student where this clearly conflicts with obligations under standard 7 of the National Code 2018 (Overseas student transfers).

ASLI will not allow students to transfer to another provider within six months of the commencement of their principal course of study in circumstances where the transfer would be detrimental to them.

If students wish to apply for a transfer, they will need to apply at the institute for a release. There is no cost attached to apply for a release; however, students will be required to contact the Department of Home Affairs to seek advice on whether a new visa is required.

All applications will be assessed based on ASLI's Policy, conditions of Enrolment, Fee Payment and Refund Policy, study plan and declaration submitted by the student in their application.

Documented evidence supporting circumstances/reasons for seeking release must be included with the application or email submitted. Please refer to the ASLI's Transfer Between Provider's Policy for more details on conditions where transfer may or may not be provided.

In accordance with Standard 2.1 and 2.2 of the Standards for RTOs 2025, ASLI will ensure students are properly informed about their right to request a transfer and how their request will be assessed. ASLI will provide information about this policy prior to enrolment, and it will be made readily accessible to students at all times.

ASLI will assess each request fairly and consistently and provide a written outcome (approval or refusal) with reasons for the decision. Where a transfer request is refused, students will be informed of their right to appeal under ASLI's Feedback, Complaints and Appeals policy, in line with Standard 2.8 of the Standards for RTOs 2025 and Standard 10 of the National Code 2018.

ASLI will maintain evidence of transfer requests, decisions made, communications with students, and outcomes in accordance with the recordkeeping requirements of the ESOS Act 2000 and the Standards for RTOs 2025.



Deferral, Suspension and Cancellation

Students may initiate a request to defer commencement of studies or suspend their studies on the grounds of compassionate or compelling circumstances. Students wishing to defer the commencement of studies or suspend their studies must apply to do so in writing to the institute. Reasons for suspending your enrolment are limited to extenuating circumstances such as:

- Personal illness (e.g., you are going into hospital)
- Bereavement (death of an immediate member of family)
- Serious illness of an immediate member of family.

If you know that you will not be attending classes during the study period, you must contact ASLI and arrange an appointment to discuss your circumstances. After your meeting and after providing documented evidence, supporting circumstances/reasons for seeking suspension or cancellation of enrolment, you will be required to formally apply for the deferral or suspension.

ASLI may decide to suspend or cancel a student's enrolment on its own initiative as a response to misbehaviour by the student. Deferral of commencement, suspension of enrolment and cancellation of enrolment must be reported to the Department of Home Affairs through PRISMS by the institute and this may affect the status of a student visa. In accordance with section 19 of the Education Services for Overseas Students (ESOS) Act 2000, ASLI must report all approved deferments, suspensions, or cancellations of enrolment through PRISMS within the required timeframe.

In accordance with Standard 2.6 of the Standards for RTOs 2025, ASLI will identify the wellbeing needs of students and ensure appropriate support is provided when deferral or suspension is requested due to compassionate or compelling circumstances.

Where a suspension or cancellation is initiated by ASLI, students will be notified in writing and provided with an opportunity to appeal the decision in accordance with ASLI's complaints and appeals process, as required under Standard 2.8 of the Standards for RTOs 2025 and Standard 10 of the National Code 2018.

All decisions and supporting evidence regarding deferral, suspension or cancellation will be documented and retained in accordance with recordkeeping requirements under the ESOS Act 2000 and the Standards for RTOs 2025.

Please refer to ASLI's Deferral, Suspension and Cancellation Policy for more details available on ASLI's website.

Australian Study Link Institute Expects You:

- To contribute to learning in a harmonious and positive manner irrespective of gender, race, sexual preference, political affiliation, marital status, disability, or religious belief.
- To comply with the rules and regulations of Australian Study Link Institute.
- To be honest and respectful, which includes not falsifying work or information and not conducting yourself in any way that may cause injury or offence to others.
- To be responsible for your own learning and development by participating actively and positively and by ensuring that you maintain progress with learning modules.
- To monitor your own progress by ensuring that assessment deadlines are observed.



- To utilise facilities and ASLI publications with respect and to honour our copyrights and prevent our publication from being distributed to unauthorised persons.
- To respect other students and ASLI staff members and their right to privacy and confidentiality.
- To comply with the ASLI Student Code of Conduct, which outlines expected behaviours and consequences of misconduct, including the appropriate use of technology, communication platforms, and respectful interaction with others.
- To report any incidents, safety concerns, or wellbeing issues promptly to student support or relevant ASLI staff, in line with Standard 2.6 of the Standards for RTOs 2025.

To adhere to your visa obligations (if you are an international student) including course progress, attendance, and updating contact details, in accordance with the ESOS Act 2000 and National Code 2018.

Student Obligation

Overseas Student Health Cover

If you are a student from overseas on a temporary student visa it is a condition of your visa to maintain adequate health insurance for the duration of your visa. This means you need to purchase Overseas Student Health Cover (OSHC) and keep your policy up to date if you hold your visa.

For more information about visa conditions, see: <https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500/length-of-stay>

OSHC assists international students to meet the costs of medical and hospital care they may need while in Australia. OSHC also includes ambulance cover and limited pharmaceuticals. The OSHC must be arranged before applying for an Australian student visa.

Some exceptions may apply if you are a student from Sweden, Norway, or Belgium. If this applies to you, you may have special arrangements under your own national schemes - check with the Department of Home Affairs to find out if special arrangements apply to you and if you are exempt from the requirement to purchase OSHC.

As holding OSHC is a visa requirement, under the Migration Regulations 1994, take care to always maintain your cover. If you do fall behind in payments or renewing your cover, you will be able to continue your cover, but you may not be able to claim for services you received while you were in arrears.

If your visa status, address or Medicare eligibility changes at any time, inform your insurer as soon as possible to find out whether your level of cover is still suitable. When your student visa expires, then you are no longer eligible to hold OSHC. You can then swap over to a residents' cover or to an Overseas Visitors Health Cover plan.

In accordance with Standards for RTOs 2025 and Standard 6 of the National Code 2018, ASLI provides access to support services to assist students in arranging their OSHC if needed.

OSHC assists international students to meet the costs of medical and hospital care they may need while in Australia. OSHC also includes ambulance cover and limited pharmaceuticals. The OSHC premium cover must be paid before a student visa is issued.

Australian Study Link Institute (ASLI) can assist you in organising an OSHC cover for you if you wish. Contact our Student Services.



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You can find out more about OSHC at:

https://www.privatehealth.gov.au/health_insurance/overseas/overseas_student_health_cover.htm

Some of registered health insurers that offer OSHC are:

Health Insurer	Insurers Website
ahm OSHC	www.ahmoshc.com
Allianz Global Assistance (Peoplecare Health)	www.allianzassistancehealth.com.au/en/student-visa-oshc/
BUPA Australia	www.bupa.com.au/health-insurance/oshc
CBHS International Health	www.cbhsinternationalhealth.com.au/overseas-students-oshc
Medibank Private	www.medibank.com.au
NIB OSHC	www.nib.com.au

Full Time Study

Overseas students are required to be enrolled in a full-time registered course to undertake study. Australian law requires international students to study a full-time study load. A full-time study load is normally a minimum of 20 scheduled course contact hours per week. This is a visa condition under the ESOS Act 2000 and the National Code 2018 (Standard 8), and students must maintain enrolment in a full-time CRICOS-registered course.

In accordance with the Standards for RTOs 2025, ASLI will support students to understand and comply with their study load requirements and will monitor enrolment and progression to ensure visa conditions are not breached.

Academic Course Progress

ASLI gives strong emphasis on course progress requirements. It is a mandatory requirement for all the students to attend their classes regularly and achieve satisfactory course progress.

Students must participate in the training as set out in the training and assessment strategy, including (where the strategy requires) participating in scheduled classes, course-related information sessions, supervised study sessions. ASLI checks and ensures that all the required assessments are completed up to that point of time.

Students at ASLI are required to regularly attend classes and achieve satisfactory course progress. ASLI regularly monitors, records, and assesses the course progress of each student for each unit of the course for which the student is enrolled in. ASLI will assess each student's course progress at the endpoint of each study period.

In accordance with Standards for RTOs 2025 and National Code 2018, ASLI ensures students are informed of their course progress requirements and supports them through monitoring, timely feedback, and intervention strategies where needed.

Students who do not meet course progress requirements may be at risk of having their visa status affected. Where requirements are not met, ASLI course progress monitoring procedures will be followed as per the Attendance and Course Monitoring Policy and Procedures.

Unsatisfactory progress is defined as not successfully completing or demonstrating competency in at least 50% of the units in given study period.



A failure of units in any study period will trigger a review of academic progress by the institute and the implementation of an intervention strategy. Failing a unit means being assessed as 'Not Yet Competent (NYC)' for a completed unit after one or more opportunities for re-assessment has been provided or a result appeal process has been undertaken.

To have the best chance of maintaining satisfactory progress you must:

- Attend all theory and practical classes and pay attention to the work and activities undertaken in class.
- Study the theory and practice the skills that are taught in class and Institute's lab.
- Ensure that you are present for all assessment activities scheduled by the trainers.
- Make an appointment with the Student Support Officer or Training Manager if you are having any difficulties with your studies.

In addition to the above minimum requirement, the Institute will implement counselling procedures and an intervention strategy when you think you may be in danger of not meeting the requirements.

Counselling and intervention strategy may be triggered by any of the following events:

- Failing any units in a study period
- Not attending compulsory classes

Intervention strategies may include academic skills support, counselling, additional tuition, changes to study load, or revised training plans, and will be documented and implemented in consultation with the student, as required under the Standards for RTOs 2025.

If students fail to meet the requirements of satisfactory course progress for two consecutive study periods, they will be reported to the Department of Home Affairs.

This notification will be made via PRISMS, and students will be informed in writing of ASLI's intention to report, including their right to access the complaints and appeals process within 20 working days before any report is submitted, as required by the National Code 2018.

Please refer to the Attendance and Course Monitoring Policy and Procedures available on ASLI's website and/or reception for more details on Intervention strategy, academic progress, extension of course duration and student support services. etc.

For students undertaking SIT Qualifications (i.e., Commercial Cookery and Hospitality Management): Students must attend all kitchen practical to fully develop their culinary skills. A student's kitchen attendance will be monitored closely, and students missing kitchen's practical classes will be treated on a case-by-case basis. Students missing more than one kitchen practical class will not be allowed to sit in re-assessment but will be required to repeat the units as it will not be possible for students to develop the required skills without attending practical kitchen classes.

This is in accordance with the training and assessment requirements outlined in the SIT Training Package, which mandates demonstration of performance evidence in a real or simulated kitchen environment.

As per the Standards for RTOs 2025, students must participate in all scheduled practical training sessions to meet competency standards, and ASLI must ensure students have sufficient opportunity to demonstrate required performance outcomes.

Failure to attend practical's may result in unit withdrawal and academic re-enrolment, as practical hours contribute to the overall volume of learning required for the qualification.



Attendance Requirements

ASLI gives strong emphasis on attendance requirements. ASLI will record and monitor attendance on regular basis, contact students who are not attending classes and identify appropriate support that can be provided to the students. ASLI will ensure that students are provided with full support by implementing intervention strategies so that students can complete their course on time.

Students must maintain satisfactory attendance (i.e., minimum 80% of attendance) throughout the course. Low attendance implies that students might not be able to complete their course on time and this will lead to unsatisfactory course progress. Hence, students are required to attend classes in accordance with course timetables to make satisfactory course progress. ASLI is required to report the students based on unsatisfactory course progress to the department of Home Affairs (DHA).

Note: Students will not be reported based on attendance. However, Low attendance may lead to unsatisfactory course progress which can lead to you being reported to DHA.

As per the Attendance regulation set up by the Australian Skills Quality Authority, overseas students are required to be enrolled in a full-time registered course to undertake study. For VET courses, a full-time course is a minimum of 20 scheduled course contact hours per week, unless otherwise specified by ASQA. Students are required to participate in and attend the scheduled classes.

If **an overseas student** is not attending scheduled classes, but is making satisfactory progress in their course, then the course duration set may not be suitable for that student because this implies that they may already have the skills, knowledge, and experience to progress in their course without receiving structured training.

In this case, ASLI may invite the student to apply for RPL and will reduce the duration of the course to the minimum duration required given the student's existing skills and knowledge, while maintaining a minimum of 20 scheduled course contact hours per week.

This process will be documented in the student's file in accordance with the Standards for RTOs 2025, and any change to course duration must be reflected in PRISMS.

Please refer to the Attendance and Course Monitoring Policy and Procedures available on ASLI's website and/or student administration for more details.

Intervention Strategy

ASLI ensures that it identifies, notifies, and assists students where there is evidence that the student is at risk of not meeting course progress and/or attendance requirements. ASLI will provide support to students through intervention strategy to ensure that students are attending classes and achieving satisfactory course progress.

For students at risk of not meeting course progress or attendance requirements, an individual intervention plan will be developed based on the appropriate intervention strategy identified. It will be documented on Intervention Strategy form.

An intervention plan/intervention strategy will include an interview with the Training Manager or Student Support Officer, and it may include one or more of the following strategies:

- Attending counselling.
- English language support.



- Reviewing learning materials with the student and providing information to students in a context that they can understand.
- Providing extra time to complete tasks.
- Adjusting timetables
- Providing access to supplementary or modified materials.
- Providing supplementary exercises to assist understanding.
- Academic skills workshops (e.g., time management, referencing, study techniques).
- Reduced study load where permitted under the National Code 2018.
- Referral to internal or external support services, where personal, financial, or mental health issues are affecting progress.

The intervention plan will include clearly defined responsibilities for the student and ASLI, target dates for progress review, and follow-up actions.

All records of intervention meetings, outcomes, and changes to study plans will be documented and retained in the student file in accordance with ASLI's records management policy and Standard 2.4 of the Standards for RTOs 2025.

Change of Address

Upon arriving in Australia, students are required to advise ASLI of their residential address and telephone number and of any subsequent changes to their residential address. It is extremely important that students notify the institute of a change of address as, under Section 20 of the ESOS Act 2000 and Standard 3.5 of the National Code 2018.

Students must notify ASLI of any change of their address and contact details within 7 days of change while enrolled at the institute including:

- the student's current residential address, mobile number (if any) and email address,
- Emergency contact details, including name, relationship, and phone number of the person to be contacted in an emergency

Failure to update the contact details to ASLI means that students may not receive important information which may affect their course, their enrolment or visa.

As per Tuition Protection Service (TPS) update, international students are required to update their current address at least every six months. It is the responsibility of students, and in their best interest, to keep their records up to date to ensure they receive important information about their course, fees, and any visa-related matters.

Additional information on student visa issues is available on the Department of Home Affairs web site at <https://www.homeaffairs.gov.au/>



Student Feedback Complaints and Appeals Procedure

The Institute has a student's Feedback Complaints and Appeals Policy and Procedure to provide students with a fair and equitable process for resolving any disputes or complaints they may have.

Feedback Process

- Students are encouraged to provide feedback at any time about their learning experience, training, assessment, or the services provided by ASLI. Feedback may be shared informally with a Trainer, Student Support Officer, or Administration Officer. Informal feedback will not form part of the formal register unless the student requests it, but it will still be documented and noted by the staff member receiving it.
- Students who wish to provide formal feedback may do so in writing by completing the Student Feedback Form and submitting it to the Student Support Officer/ Complaints & Appeals Officer. Alternatively, feedback can also be emailed to sso@asli.vic.edu.au
- ASLI staff will acknowledge and act on feedback promptly, ensuring that it is considered as part of our commitment to continuous improvement of services.

Lodging Feedback

To lodge formal feedback, students are encouraged to provide:

- A clear and detailed statement of the feedback, including any relevant context.
- A suggested improvement, action, or recommendation (if applicable).
- Any supporting evidence or examples that may help ASLI consider the feedback.
- Feedback will be recorded in the Feedback, Complaints and Appeals register.

Acknowledging Feedback

Each formal feedback submission will be acknowledged in writing by student support/admin staff. The acknowledgement will be provided in person or via email within five working days.

Recording and Acting on Feedback

- Details of formal feedback will be recorded in ASLI's Feedback, Complaints and Appeals register and filed in the student's file.
- Student Support Officer/Complaints & Appeals Officer will review the feedback, consult relevant staff if required, and initiate actions to address or implement improvements.
- Students will be notified of the consideration given to their feedback and any outcomes or improvements that result.

ASLI values all student feedback as an important tool to support continuous improvement and enhance the overall student experience.



Informal Feedback Complaint Process

Students who wish to make a complaint are encouraged to initially engage in informal discussion about the matter with the staff members/s involved. Any student with a complaint may first raise the issue informally with the Administration Officer or Trainer and attempt an informal resolution of the complaint.

Students can choose to make an informal complaint and to comply with Standard 2.8 of the Standards for RTOs 2025 and Standard 10 of the National code 2018, informal complaints will be documented and recorded in the complaints register by the administration officer.

All informal complaints lodged by students will be acknowledged in writing by sending an e-mail to the student.

An acknowledgement e-mail must summarise the complaint and any other facts and expectations discussed during informal discussions with the student. As required under the Standards for RTOs 2025, ASLI must maintain records of both informal and formal complaints and their outcomes.

ASLI staff involved in the discussion of an informal complaint or appeal will do their best to resolve the matter effectively and quickly. As per the National code 2018 provider must commence an assessment of the complaint or appeal within 10 working days of it being made in accordance with the registered provider's complaints handling and appeals process and policy, and finalise the outcome as soon as practicable.

Feedback and concerns that do not escalate into a complaint are also welcomed and will be used for continuous improvement.

Students who are not satisfied with the outcome of the complaint will be advised to register a formal complaint.

What Can a Complaint Be About?

- A complaint can be about but not limited to
- any aspect of the service provided or not provided by ASLI.
- any aspect of the training and assessment
- the behaviour or decisions of staff, or
- policies and/or procedures of ASLI
- any action by any associate

Formal Complaint Process

Students who are not satisfied with the outcome of the informal process can register a formal complaint in writing to the Complaints & Appeals Officer. Students can also send an email alternatively to sso@asli.vic.edu.au.

Lodging A Complaint

To register a formal complaint, a student must complete and fill a Student's Complaint and Appeal Form to the Complaints & Appeals Officer providing:

- a clear and detailed statement of the complaint, including the parties involved.
- a suggested solution that the student believes would settle the complaint (E.g., an appropriate solution will focus on achieving a productive study environment or relationship, rather than apportioning blame).
- Complaint will be lodged in a complaint register.



The Resolution Phase

The Complaints & Appeals Officer will determine whether the subject matter falls within the definition of a complaint. This period is called the resolution phase.

The resolution phase will commence within 10 working days of the complaint being lodged in writing, i.e., assessment of complaints or appeal will commence within 10 working days of it being made and the outcome will be finalised as soon as possible.

Where it is determined that the subject matter falls within the definition, the following procedures will take place:

- **Acknowledging The Lodgement of a Complaint**

Each formal complaint lodged by a student will be acknowledged in writing. The acknowledgement will be provided to the student in person and/or sent through the email in writing by admin staff.

The student support/admin staff will forward the complaint for action to the relevant person or department as soon as practicable and should not take more than 10 days. ASLI ensures that parties to complaint will not be part of the investigation team to maintain impartiality.

- **Recording the Complaint**

Details of the complaints will be recorded in ASLI's complaints and appeals register and a copy will be filed in the student's file. The original complaint will be forwarded to Complaints & Appeals Officer. The Complaints & Appeals Officer will ensure all documentation is securely stored and accessible only to authorised personnel.

Complaints & Appeals Officer will be responsible for ensuring that all these actions are completed within five working days of the lodgement of the complaint.

- **Acting on the Complaint**

All concerned parties will be contacted for investigation. Students will be given an opportunity to respond and present their case with supporting evidence.

Students will be invited to attend a meeting where they can present their case and may be accompanied by a support person if they wish.

Complaints & Appeals Officer will set an agenda for the meeting and discuss what steps should be taken. The principles of procedural fairness and natural justice will be followed throughout the investigation.

The right to be accompanied by a support person during the complaints/appeals process: Parties making complaint will be invited for meeting and each involved party may be accompanied and assisted by a support person, according to the principles of natural justice. Students will not be disadvantaged or penalised for lodging a complaint. There will be an attempt to resolve the complaint by using the process outlined by the student for settlement (if appropriate) or through meeting, mediation and/or conciliation.

All the information will be gathered as required to assist with the settlement of the complaint, including, providing the respondent with the statement of the complaint and all the relevant documents.

Complaints will be investigated thoroughly in spirit of natural justice and principal fairness. ASLI will ensure that decisions are made impartially and based on evidence provided by all parties.

Best possible resolution will be achieved keeping a student-centred approach based on the facts and documents.



Time Frame

Person making a complaint will be informed of the outcome in writing and all the complaints will be finalised as soon as practicable understanding the student's requirements and other matters but maximum within 60 days of receipt of complaint.

Where ASLI considers more than 60 calendar days are required to process and finalise the complaint or appeal, the institute will inform the complainant or appellant in writing, including detailed reasons on why more than 60 calendar days are required, and will regularly update the complainant or appellant on the progress of the matter. These updates will be documented in the complaints register.

If complaint falls outside the definition of complaints: Administration Officer /Complaints & Appeals Officer will advise the student accordingly. Administration Officer /Complaints & Appeals Officer may dismiss a complaint if, in their view the complaint is ill advised, misguided, frivolous, malicious, or vexatious. This decision will be documented and provided to the student in writing.

Note: It is to be noted that ASLI will respond to any complaint or appeal the overseas student makes regarding his or her dealings with the institute, ASLI's education agents or any related party that ASLI has an arrangement with, to deliver the overseas student's course or related services.

At the conclusion of the resolution phase, Administration Officer /Complaints & Appeals Officer will write to both the student and the respondent indicating the outcome of the process and specifying any action that has been agreed upon by the parties as part of that process. The written outcome will include the reasons for the decision and any actions to be taken. Students will be informed about their Right to appeal, in accordance with Standard 10 (Complaints and appeals), within 20 working days if dissatisfied with the outcome.

Record the decision: Institute's decision and reasons for the decision will be recorded and placed in the student's file. This includes the date of communication, names of decision-makers, and confirmation that the student received the decision.

If a student is dissatisfied with the outcome of the formal complaint process, students may initiate an internal appeal process by completing a Complaints and Appeal Form from the website <https://asli.vic.edu.au/> or student administration/reception. The internal appeal must be lodged within 20 working days of receiving the formal complaint outcome.

Internal Appeals Process

Internal appeals may arise from several sources including appeals against refund decisions, assessment outcomes, appeals against disciplinary actions and appeals against decisions arising from complaints. The essential nature of an appeal is that it is a request by student who is dissatisfied with the outcome to reconsider a decision made by ASLI.

An Internal Appeal Process is initiated by a student lodging an Appeal by filling up complaints and appeals Form available from Student Administration and/or ASLI website.

Acknowledging the Lodging of an Appeal

Appeals are acknowledged by sending written confirmation of the complaint including the date of receipt, appeal type, and next steps. This is done by Student Support Officer/ Complaints & Appeals officer.



Consideration of Appeal by Student Support Officer/ Complaints & Appeals Officer

Where an appeal relates to the following matters, the Student Appeals Form must be lodged within 20 working days (International Students):

- Notification of an intention to report the student to the Department of Home Affairs (DHA) or due to unsatisfactory Course Progress, Non-payment of fee etc.
- Notification of an intention to suspend or cancel a student's enrolment due to misbehaviour, or other extenuating circumstances (ref. Student Code of conduct).
- The Student Support Officer / Complaints & Appeals Officer will assess the appeal for completeness and ensure that it meets the submission requirements before forwarding it for formal review.

Time Frame and Acting on an Appeal

Within 10 working days of receiving the Complaints and Appeal Form, the Chief Executive Officer (CEO) will appoint an Investigator or convene a Student Appeal Committee to hear the appeals and propose a final resolution. The appeal process will be initiated without undue delay to ensure the matter is handled efficiently. This Investigator or Committee will not include any person who has heard the original complaint. The Investigator or the Student Appeals Committee will:

- a. Meet with the student (and support person, if present) and provide the student with an opportunity to present their case with any supporting evidence provided in the meeting at minimal or no cost. At any given meeting to discuss an appeal, students will be given an opportunity to be accompanied and assisted by a support person. The meeting will be scheduled at a mutually convenient time and location, ensuring privacy and a culturally safe environment.
- b. At the conclusion of the meeting, students will be informed about the timeframe within which the institute will provide a written outcome of the appeal. The timeframe will generally be 10 working days. All appeal outcomes will be provided in writing and include detailed reasons for the decision, with a copy placed in the student's file. After the meeting, the Investigator or Committee will, impartially, consider all the evidence and decide.

Student Appeal Committee

- Compliance Manager or representative
- Training Manager
- Campus Manager

*ASLI will ensure that assessment of the complaint or appeal is conducted in a professional, fair, and transparent manner. Committee members must not have had any prior involvement in the matter being appealed.

The outcome will be documented and will include the reasons for the decision. If the decision goes against the student, the outcome will include information for the student of **his or her right to an external appeal**. The student will be provided with contact details of external appeal bodies and guidance on how to initiate an external appeal. Details of the suitable external appeal bodies will be made available to the student with information at no cost. from ASLI.

If more than 60 days: Where it is apparent that appeals will take more than 60 calendar days, appellant will be informed in writing, including reasons why more than 60 calendar days are required, and the students will be



regularly updated on the progress of the matter. This communication will also be recorded in the complaints and appeals register.

Recording the Appeal: ASLI will keep a written record of the complaint or appeal, including statement of the outcome and the reasons for the outcome with signature and date of student and Student Support Officer/ Complaints & Appeals officer.

A written statement of the outcome of the internal appeal, including detailed reasons for the outcome will be sent to the student.

If matter remains unresolved or student is unsuccessful or dissatisfied with the outcome: There might be cases where matter is still unresolved after the implementation of above procedures and the internal appeals process exhausted, or if the student is not successful in the ASLI's internal complaints and appeals process. In such cases, Institute will advise the overseas student within 10 working days of concluding the internal review of the overseas student's right to access an external complaint handling and appeals process without any cost charged by ASLI.

Note: Students' enrolment will be kept active until both internal and external appeal is concluded.

ASLI will not report the student to the Department of Home Affairs (DHA) via PRISMS until the external process has been completed or the student withdraws from the appeal.

External Appeals Process

After the student has been advised of the external complaint handling process and procedure, ASLI will provide students with contact details of the appropriate complaints handling and external appeals body.

ASLI will refer the student to the **Commonwealth Ombudsman** to lodge an external appeal or complain about the decision. The Commonwealth Ombudsman offers free and independent service for overseas students who have a complaint or want to lodge an external appeal about a decision made by their private education or training provider.

In most cases, the purpose of the external appeals process is to consider whether the registered provider, i.e., ASLI in this case, has followed its policies and procedures, rather than decide in place of the Institute. External appeal authority will be provided with sufficient information within due timelines requested. Students will be supported throughout the external appeal process and will not incur any costs from ASLI for this referral.

For example, if an overseas student appeals against his or her subject results and goes through the internal appeals process of the Institute, the external appeals process would look at the way in which the internal appeal was conducted; it would not decide as to what the subject result should be.

Complaints outcome will be entered in complaints register after external appeals has given a decision and copy of all relevant documents will be attached in that register.



Outcome

If the internal or any external complaints handling or appeal process results in a decision or recommendation in favour of the overseas student, ASLI will immediately implement the decision or recommendation and/or take the preventive or corrective action required by the decision and advise the overseas student of that action or outcome. Corrective or preventive actions will be monitored to ensure effectiveness, and the student will receive written confirmation once actions have been completed.

Written record of the complaints or Appeal and statement of the outcome will be kept and maintained by ASLI. Records will include the date, nature of the issue, parties involved, decisions made, actions taken, and confirmation that the student was notified.

Examples of an external or independent body or person may include:

- private conciliators or dispute resolution counsellors
- a complaints and appeals body established by a peak industry body.
- representatives of Commonwealth and state or territory government departments including the Office of the Training Advocate; or
- Commonwealth and state or territory offices of the Ombudsman may be the appropriate body for a public provider.

IMPORTANT NOTE: The Commonwealth Ombudsman is a free and independent service.

The Commonwealth Ombudsman contact details are:

Website: <http://www.ombudsman.gov.au/>

Email: ombudsman@ombudsman.gov.au

Contact Number: 1300 362 072

The Commonwealth Ombudsman investigates complaints about problems that overseas students have with private education and training in Australia.

The Ombudsman (OSO) also:

- a. Reviews unresolved complaints involving fairness or adherence to policy:
- b. Provides information about best practice complaints handling to help private education providers manage internal complaints effectively.
- c. Publishes reports on problems and broader issues in international education that OSO identify through investigations.

For further information, please visit <https://www.ombudsman.gov.au/How-we-can-help/overseas-students> or contact Commonwealth ombudsman by telephone, 9am to 5pm Monday to Friday, Australian Eastern Standard Time (AEST). In Australia, call: 1300 362 072 (calls from mobile phones at mobile phone rates). Outside Australia, call +61 2 511 173 600



Appeals Related to Deferment, Suspension or Cancellation of Enrolment

Where a student has decided to access the appeals process in relation to deferment, suspension or cancellation of their enrolment, ASLI will not update the student's status or report to the Department of Home Affairs (DHA) via PRISMS until the appeal process is completed.

ASLI will maintain all relevant responsibilities until:

- the internal and external complaints processes have been completed, and the breach has been upheld.
- the overseas student has chosen not to access the internal complaints and appeals process within the 20-working day period.
- the overseas student has chosen not to access the external complaints and appeals process.
- The overseas student withdraws from the internal or external appeals process, by notifying the Institute in writing.

ASLI will document all decisions, timeframes, and correspondence related to the appeal and PRISMS reporting status.

Please Note following procedures do not remove the student's right to seek other dispute resolution services, or to seek other legal remedies, provided by external bodies, such as, the Victoria Legal Aid.

Refer to <https://www.ombudsman.gov.au/>

STUDENTS RIGHTS AS CONSUMER

Feedback, Complaints and Appeals Policy do not remove the right of students to act under Australia's consumer protection laws.

International students are protected by Australian Consumer Law and the Education Services for Overseas Students (ESOS) Act 2000, which ensure the provision of accurate information, fair treatment, and access to redress mechanisms.



Unique Student Identifier

The Unique Student Identifier (USI) is a mandatory requirement for anyone wishing to complete Nationally Recognised VET qualification as of 1 January 2015. Each time a student completes nationally recognised training, the RTO collects and verifies their USI before they can issue a qualification or statement of attainment. In addition, we are required to include your USI in the data we submit to NCVER.

ASLI must not issue AQF certification documentation unless a valid USI has been provided.

The USI scheme allows students to access a single online record of their VET achievements. Each person will be assigned a USI. Australian Study Link Institute will obtain and verify the student's USI at the time of enrolment. ASLI will comply with the Student Identifiers Act 2014, including secure handling, privacy, and use obligations.

The USI is an identifier known only to the issuing RTO, the student, and the department. All students undertaking vocational education and training must hold a Unique Student Identifier (USI) and provide it to ASLI during the enrolment process. If students do not provide a USI, ASLI will not be able to issue a Certificate, Statement of Attainment or Transcript for the training. For details on USI, visit www.usi.gov.au.

ASLI will ensure student privacy and data integrity in accordance with the Student Identifiers Act and the Privacy Act 1988.

ASLI Student Services staff can assist you to obtain your USI on request. USI does not appear on any certificates, statements of attainment or other public documents issued by ASLI. It is in the student's best interest to keep this identifier in a safe place. If the student forgets their USI, it is possible to retrieve the information from the Department's web site <https://www.usi.gov.au>

Issuance of AQF Certification Documentation

All AQF certification documentation, including qualifications (Testamurs and Records of Results) and Statements of Attainment, will be issued within 30 calendar days of the learner being assessed as meeting all requirements of the training product, provided all agreed fees have been paid.

ASLI maintains accurate and secure records of learner participation, outcomes, and certification documentation for a minimum of 30 years, in accordance with Standards for Registered Training Organisations (RTOs) 2025 and the AQF Qualifications Issuance Policy.

Learners who do not meet the requirements for a full qualification will be issued with a Statement of Attainment for the units of competency successfully completed, consistent with the AQF Qualifications Issuance Policy and the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

ASLI will not issue AQF certification documentation to a learner who has not been assessed as meeting all requirements of the training product or who has outstanding fees.

For more information, please refer to ASLI's AQF Qualification Issuance Policy can be made available at reception.



Working in Australia

Australian Immigration laws allow students to work for a limited number of hours whilst studying on a student visa in Australia. Students must not work for more than 48 hours a fortnight when student's course of study or training is in session. A fortnight means the period of 14 days commencing on a Monday.

Students must ensure they continue to meet course progress and attendance requirements while working, as work conditions are secondary to their primary visa purpose which is study. Unlimited work rights apply only when the course is not in session (e.g., during scheduled course breaks) for more information refer to <https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500>

School-Aged Dependents

Students must maintain adequate arrangements for the education of their school-age dependants who are in Australia for more than 3 months as a dependant on student's visa.

There are requirements for compulsory school attendance for dependents of international students. In Australia, it is compulsory for children to attend school until the age of 16. The choice of schools includes public schools, private schools, and religious schools. People over the age of 16 can continue to attend school until they have completed year 12. Dependents of persons holding a student visa may be required to pay full international student fees at government or non-government schools. Students are advised to check with their local state or territory education authority. fees in any institute or university that they enrol in whilst in Australia. Students are responsible for ensuring school enrolment is organised before or shortly after arrival in Australia to comply with visa conditions.

Refer to <https://immi.homeaffairs.gov.au/visas/already-have-a-visa/check-visa-details-and-conditions/see-your-visa-conditions?product=500#> for more information.

Legislations

A range of legislation is applicable to all the staff members and students of Australian Study Link Institute. Information on relevant legislation can be found at the following websites.

- Work Health and Safety Act (Victoria) <https://www.worksafe.vic.gov.au/occupational-health-and-safety-act-and-regulations>
- Australian Human Rights Commission <https://humanrights.gov.au>
- VET Quality Framework <https://www.asqa.gov.au>
- Department of Home Affairs <https://immi.homeaffairs.gov.au>
- Disability Standards for Education 2005 <https://www.legislation.gov.au/Details/F2005L00767>
- Disability Discrimination Act 1992 <https://www.legislation.gov.au/Details/C2024C00573>
- Racial Hatred Act 1995 <https://www.legislation.gov.au/Details/C2004A04951>
- Racial Discrimination Act 1975 <https://www.legislation.gov.au/Details/C2022C00366>
- Sex Discrimination Act 1984 [Sex Discrimination Act 1984 - Federal Register of Legislation](https://www.legislation.gov.au/Details/C2004A03712/latest/text)
- Privacy Act 1988 <https://www.legislation.gov.au/Details/C2004A03712/latest/text>



- National Code of Practice for Providers of Education and Training to Overseas Students 2018
<https://www.legislation.gov.au/Details/F2017L01182>
- Education Services for Overseas Students (ESOS) Act 2000 [Education Services for Overseas Students Act 2000 - Federal Register of Legislation](#)
- Education Services for Overseas Students (ESOS) Regulations 2019
<https://www.legislation.gov.au/Details/F2021C01320>
- Standards for RTOs 2025 <https://www.asqa.gov.au/standards>
- Australian Qualifications Framework (AQF) <https://www.aqf.edu.au/>
- Privacy and Data Protection Act 2014 (Victoria) <https://ovic.vic.gov.au/>
- Equal Opportunity Act 2010 (Victoria) [Equal Opportunity Act 2010 | legislation.vic.gov.au](#)
- National Vocational Education and Training Regulator Act 2011
<https://www.legislation.gov.au/C2011A00012/latest/versions>
- National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020
<https://www.legislation.gov.au/F2020L01517/latest/text>

It is the responsibility of all ASLI's staff to ensure the requirements of relevant legislation are always met. Please refer to the websites indicated or contact the institute if you require further information. There may be additional, course-specific, legislation that is relevant. Information about this legislation will be provided during the course.

Use of Education Agents

ASLI engages with on shore and offshore Education Agents to recruit students. Full list of Education Agents can be found on ASLI's website www.asli.vic.edu.au.

ASLI is responsible to ensure that its Education Agents accurately represent ASLI's services on their behalf. If you have any feedback or concerns regarding services provided by Education Agents or its representatives, please contact ASLI students support at or give us a call at +61 3 9639 9951.

ASLI has undertaken steps to be compliant with the ESOS Act 2000 and standard 4 (Education Agents) of the National Code 2018 which includes:

- Entering into written agreements with each education agent that ASLI engages with,
- Implement Education agent's policy and procedures,
- Education Agent Performance Review Assessment conducted by marketing staff to ensure ongoing adherence to required standards

ASLI takes appropriate corrective or termination action where an Education Agent is found to be engaging in dishonest or misleading conduct.

ASLI will ensure education agent arrangements and commission payments are managed in accordance with the ESOS Act 2000 and National Code 2018 Standard 4, including the education agent commission requirements.

Information collected from students on application form may be shared with your authorised education agent if required. Therefore, student's must notify ASLI if they are planning to change or have changed their authorised education agent within 5 working days.



Use of Personal Information

Information is collected during enrolment to meet the institute's obligations under the Education Services for Overseas Students (ESOS) Act 2000 and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 and to ensure student's compliance with the conditions of their visas and their obligations under Australian immigration laws. Information collected about students may be provided, in certain circumstances, to the Australian Government and designated authorities and, if relevant, the Tuition Protection Scheme.

In other instances, information collected during enrolment cannot be disclosed without the student's consent where authorised or required by law. ASLI complies with the Privacy Act 1988, the Australian Privacy Principles (APPs), and the Student Identifiers Act 2014 when collecting, storing, and disclosing personal information.

It is a requirement of the VET Quality Framework that students can access personal information held by the institute and students may request corrections to information that is incorrect or out of date. Students may apply in writing to Campus and Training Manager if they wish to view their own records. Requests for access will be responded to within 10 working days. Appropriate identification must be provided prior to release of any records.



Safety and Security

Australian Study Link Institute is committed to providing you a safe environment in which to participate in training and assessment. We are aware under the Occupational Health and Safety Act 2004 (Vic) and relevant Victorian workplace safety legislation to maintain a safe and hazard-free learning environment. We also ensure that students feel culturally safe, physically secure, and supported at all times in all study locations.

The following guidelines are provided as a basis for safe practice in the training environment:

- Know and observe details of emergency response and evacuation plans.
- Do not undertake activities which may cause injury to self or others.
- Be responsible for your own actions.
- No smoking at the training and assessment facilities or offices.
- Report all potential hazards, accidents, and near misses to ASLI's staff.
- No consumption of alcohol within training facilities or during training and Assessment Activities
- Always keep training and assessment areas neat and tidy.
- Seek assistance if you volunteer to lift items e.g., move furniture in a training area; and
- Observe hygiene standards particularly in eating and bathroom areas.
- Immediately notify ASLI staff if you feel unsafe, threatened, or concerned about the conduct of others.

Electrical Equipment:

- Electrical equipment that is not working should be reported to ASLI staff.
- Electrical work should only be performed by appropriately licensed or trained personnel.
- Students, trainers, and assessors should not undertake any task related to fixing electrical equipment such as lighting or electrical training aids.

Fire Safety

- Australian Study Link Institute will undertake training session to communicate the procedures involved in evacuation and the location of fire equipment to students at each facility for each training and assessment event, and to users of the office at least twice each year.
- All users of a training and assessment facility need to be familiar with the location of all Exits and fire extinguishers, and alarm points.
- Users must review available maps to determine evacuation routes.
- It is the user's responsibility to understand fire drill procedures displayed around the premises.
- Users are asked to attend any sessions on fire safety procedures and the use of fire safety devices.

First Aid

- Provision for first aid facilities is available where training is delivered.
- All accidents must be reported to staff.
- The accident and any aid administered must be recorded by staff involved, in the injury register.
- ASLI trainer and assessors are equipped with skills and Knowledge in Australia
- Emergency contact numbers are displayed at all training venues.



Lifting

- Students, trainers, and assessors are encouraged not to lift anything related to the training and assessment provided by ASLI unless they do so voluntarily and take all responsibility for any injury caused.
- Never attempt to lift anything that is beyond your capacity.
- Always bend the knees and keep the back straight when picking up items.
- If you have experienced back problems in the past do not attempt to lift heavy objects at all. Ask someone else for help
- Seek assistance if unsure. Manual handling training can be provided if applicable.

Work & Study Areas

- Always ensure that all work areas are clean and clear of clutter to avoid the danger of accident by tripping or falling over.
- Place all rubbish in the bins provided.
- Ensure that bench spaces are left clean and tidy.
- Do not sit or climb on any desks or tables.
- Respect shared spaces and equipment to maintain a safe and inclusive environment for everyone.

Your Equity

Australian Study Link Institute is committed to ensuring that the training and assessment environment is free from discrimination and harassment. This includes a strict prohibition of all forms of vilification, including conduct based on race or religion, including antisemitism. All Australian Study Link Institute staff members are aware that discrimination and harassment will not be tolerated under any circumstances. If discrimination and harassment is found to have occurred disciplinary action will be taken against any staff member of Australian Study Link Institute who fails to follow this policy. ASLI also reserves the right to take disciplinary action against students who engage in discriminatory or harassing behaviour. Suspected criminal behaviour will be reported to police authorities immediately.

ASLI values diversity and is committed to providing a culturally safe and inclusive learning environment for all students, including Aboriginal and Torres Strait Islander peoples, people from culturally and linguistically diverse backgrounds, LGBTQIA+ individuals, people with disability, and students of all ages and socio-economic status. We embrace equity and access in all learning and support activities. Students are expected to respect all individuals and must not engage in discriminatory, harassing, or vilifying behaviour, including antisemitism.

Students should expect fair and friendly behaviour from Australian Study Link Institute staff members, in accordance with ASLI's Code of Conduct and Access and Equity Operating Principles. We apply complaint handling procedures advocated by the Australian Human Rights Commission. Refer to the Feedback, Complaints and Appeals Policy of ASLI available on the website or can be made available at reception.

Students who feel that they have been discriminated against or harassed should report this information to a staff member of Australian Study Link Institute whom they can trust. This will initiate a complaint handling procedure which will be fair and transparent and will protect your rights as a complainant. All complaints are handled confidentially and supportively.



ASLI recognises that student wellbeing is essential for academic success. Including wellbeing in equity commitments is required under Standard 2.6 of the Standards for RTOs 2025. We are committed to promoting mental health, emotional safety, and personal wellbeing across our diverse student community. Students experiencing stress, anxiety, identity-based concerns, or any personal difficulties are encouraged to access confidential support through our Student Support Officers or referred to wellbeing services. ASLI's inclusive practices are underpinned by trauma-informed and culturally safe principles to support First Nations students, LGBTQIA+ students, and all learners who may face barriers to education.

Alternatively, if a student wishes to report an instance of discrimination or harassment to an agency external to Australian Study Link Institute, they are advised to contact the Australian Human Rights Commission Complaints Info-line on 1300 656 419. <https://humanrights.gov.au>

Access, Correction, and Complaints

Under the Privacy Act 1988 (Privacy Act), you have the right to seek access to or correct your own personal information. You may also complain if you believe your privacy has been breached.

ASLI will take privacy complaints seriously and investigate them promptly, in line with the ASLI Privacy Policy and the Australian Privacy Principles. Please refer to ASLI privacy policy for more information and visit information on The Office of the Australian Information Commissioner (OAIC) at: <https://www.oaic.gov.au>



ASLI Policies and Procedures

Students have access to all relevant administrative and academic policies and procedures. They are published on our website <https://www.asli.vic.edu.au/> or at the ASLI's Reception.

Student Rights as a Consumer

As a consumer, a student has the right to receive factual and accurate information about the courses offered by ASLI before making an enrolment decision. To ensure this, ASLI has stringent policies and procedures in place.

It is very important that you read this handbook carefully before enrolling with ASLI to ensure that the course meets your requirements and that you fully understand the fees and your obligations as a student.

The written agreement and the right to make complaints and seek appeals of decisions and action under various processes, does not affect the rights of the students to act under the Australian Consumer Law if the Australian Law where applicable.

Media Consent

The Application for admission form gives you the opportunity to decline permission for ASLI to use any representation of your time here for promotional purposes. Please be sure to read the "Media Consent" section of the Application for admission form.

From time to time, ASLI staff may request to take photographs/videos or verbal/written interviews/testimonials of students at ASLI or at places where the student is involved in an activity. These creations may be used in a classroom, campus posters or could be published by ASLI in print, digital or broadcast media such as documents, the student magazine, website, television, YouTube, social media platforms, newsletters, displays, journals, professional development materials for trainers and marketing collateral. Staff may also at times request that students provide any of the above of the students' own creation for the same purposes. You have a right to refuse use of your image or work for such creations. Students may reverse their original decision and provide consent by signing a Media Consent Form at the time of request. You may also withdraw consent at any time by contacting ASLI Student Administration in writing or via email.

Fee Payable & Refund

- a. The initial tuition fee, application fee and material fee (if applicable) as stated in the offer letter must be paid in advance before the commencement of the course for confirmation of enrolment at the institute.
- b. Students are not required to pay more than the initial tuition fee amount as stated on the offer letter (or 50% of the tuition fee) before the start of the course. However, students can pay more than 50% if they wish to do so. Any amount of fees paid before the start of the course will be reflected on the Confirmation of Enrolment (COE).
- c. Any remaining tuition fees can be paid through payment plan arrangements. All students are required to understand and sign the fees agreement which states the next instalment amounts with the due dates. All due dates on the tuition fees will be kept at standard 15th of every month.



- d. Student must pay full tuition fees for each term by the due date or as specified in the invoices unless any other payment plan/arrangement is agreed with the institute.
- e. Tuition fees will be payable to the Institute by a bank draft or telegraphic transfer (or other approved payment options) in Australian dollars as agreed by the institute.
- f. Students must pay their fee directly to Australian Study Link Institute (ASLI). Student should not pay the fee to the Education Agent and/ or third party in relation to the application for enrolment.
- g. In the unlikely event that the institute is unable to start or deliver the course (known as provider default under ESOS s 46A), the institute must notify you of the default in writing. Within 14 days of the default occurring, the Institute must either:
 - i. Issue a refund of unspent tuition fees, which will be issued to the student within 14 days.
 - ii. Or be placed in an alternative course with the institute or another provider. If the student chooses this option, they must sign a new written agreement to indicate that they have accepted the placement.
 - iii. If the student chooses to receive a refund of course fees, the institute will calculate the unspent portion of tuition fees paid to date (i.e., tuition fees the student has paid for, but which has not been delivered by the institute). The refund will be paid within 14 days after the cessation of the course.
 - iv. If the institute is unable to provide a refund or place the student in an alternative course, the TPS will provide the student with options for suitable alternative courses (if any such courses are available), or if this is not possible, the student will be eligible for a refund as calculated by the TPS Director. For more information visit <https://www.education.gov.au/tps>
 - v. ASLI will notify the Secretary and the TPS Director via PRISMS within 5 business days of the default, as required under section 46B of the ESOS Act 2000.

Reminder letter: In case the student's instalment falls on a particular month, a friendly email reminder along with the first warning letter will be issued to the student after 7 working days of the date when the student has missed the payment i.e., 7 working days after the "due date". Students may also be informed via phone call or post for initial reminder.

After sending the first warning letter, if the student fails to make the payment again and does not communicate with the accounts department, a second warning letter will be issued to the student after 7 Working days of sending the first warning letter. Students will be provided with 7 more working days to make the payment or to request for an extension. Students may call ASLI on +61 3 9639 9951 for any further enquiries.

- h. If a student fails to make the payment of the outstanding fees even after a final notice and/or email, "Intention to cancel Enrolment" letter will be sent to the student. Student's enrolment will be cancelled after 20 working days of final notice. The suspension of enrolment will cause following restrictions to apply:
 - i. Loss of access to the institute library service, Learning Management System, classroom, computer system including internet and others.
 - ii. Loss of access to enrolment records, results, and academic certificates.
 - iii. Inability to attend any classes where this may result in students having to repeat missed work and/units.



- i. The student has the right to appeal against the decision from the date of letter. Refer to feedback, complaints and appeal policy for information available on ASLI's website. If the student decides to appeal against the decision, his/her enrolment will be kept active until both internal and external appeal process is completed.
- j. If students choose not to appeal against the institute's decision and makes no further payment or do not contact the institute concerning their debt, their enrolment may be cancelled, and the student will be reported to the Department of Home Affairs for non-payment of fees after 20 working days.

If student decides to not appeal against the decision and accepts to pay the fees, then students will be required to pay the full dues along with late fee of \$50 per week.

- k. An additional fee for re-assessments will be applicable when:

Students will be given a total of 3 attempts including one original, the first two reassessment attempts will be free of cost; however, reassessment fee for the third reassessment will incur a fee of \$500.

Cost of reassessment will be as follows:

- 1st Original submission: Free of cost
- 2nd Reassessment fee: Free of cost
- 3rd Reassessment fee: \$500

NOTE: Students are entitled to three (3) attempts for each assessment task where they have been marked NYC on submission of their assessment. First two (2) attempts will be free of charge, and the 3rd attempt will incur a fee of \$500. If the student is unsuccessful after three (3) assessment attempts, they will be required to repeat the unit and **PAY THE REPEAT UNIT FEE.**

To know more about fees and charges please refer to Assessment Policy and Procedures. Students can send an email at info@asli.vic.edu.au for any queries.

- l. Students who enrol in additional courses will be required to pay a separate tuition fee as specified for the course.
- m. The tuition fee charged to the student will remain the same provided the student remains enrolled in the same course. If the student transfers the course, tuition fee for the transferred course will be applied.

Please Note: Fees are subjected to change without prior notice. However, fees will remain the same once the student is enrolled into a course. Students are advised to contact student administration for updated fees and charges.
- n. If student's visa status changes (e.g., becomes a temporary or permanent resident), student will continue to pay full overseas student fees for the duration of the enrolled program.
- o. ASLI reserves the right to engage in any third party to recover any outstanding fees payable to the institute. The cost incurred to the Institute for engaging a third party to recover such outstanding fees will be added to the student.
- p. ASLI has Fee payment Refund's policy in place to ensure all students are treated fairly and with integrity when applying for refunds.
- q. All refunds applications will be submitted to the student administration department and the following procedures will be followed in assessing the application.

- Refunds will be assessed in accordance with the written agreement and relevant legislation.



- Supporting documentation may be required depending on the nature of the refund request.
- r. All 'refunds' will be approved by the Administration Officer, and if the refund application is approved, a refund will be paid within the 4 weeks after receiving a written notification/claim from the student and relevant forms duly signed by the student.

Fee Schedule

PARTICULARS	DETAILS
Course Fee	As per course offer and written agreements
Application Fee (Non-Refundable)	\$500
Material Fee	Depending upon the qualification
Recognition of Prior Learning Fee	Subject to Qualification and Units
Credit transfer Fee	No charge
Repeat/Re-enrolling unit Fee	\$500
Re-assessment Fee (after 2 attempts)	\$500
Late payment Fee	\$50 per week
Deferral/Suspension Fees	\$500
Bank Transfer Fee	What the bank charges for the transfer
Accommodation Services	Depends on Specific Arrangements
Airport pickup	\$300 (Airport to ASLI head office)
OSHC (Overseas Student Health Cover)	Outsourced- contact ASLI for more details
Re-Issue of Certificates and transcript	\$300 for each Qualification
Re-Issue of Student ID Card	\$50
Change of COE Fee	\$500
COE Extension	Depends on course and duration extended
Administrative Processing Charges	\$500
For Learners Undertaking SIT Qualifications	
Kitchen Kit (includes chef dress and knife kit)	\$350
Safety Boots for practical training in the kitchen	\$150



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CRICOS No: 03483G | RTO No : 40794

*Fees are subject to change without prior notice. However, fees will not change after the signed agreement has been received for the duration of same course. Please contact the student administration for updated fees and charges. For all the courses, course material fees will include handouts and printed material only.

Student Cancellation

Students who wish cancel their enrolment part way through a training program must notify Australian Study Link Institute in writing by submitting a signed enrolment cancellation form request via email or at ASLI's reception at the soonest opportunity.

Students who cancel their enrolment after a training program has commenced will not be entitled to a refund of fees in accordance with ASLI's Fee Payment & Refund Policy and their signed written agreement. Students are advised to consider alternative options such as requesting to suspend their enrolment and re-commencing in another scheduled training program.

All cancellation requests will be assessed in line with the ESOS Act 2000 and National Code 2018, Standard 9 (Deferring, suspending or cancelling the student's enrolment).

Refunds

Process of Claiming Refund

A student who wishes to apply for a refund of tuition fees in accordance with the refund policy should do so by filling up a Refund Application form available at ASLI's reception and on ASLI's website www.asli.vic.edu.au. Students must submit refund application form along with other supporting documents on campus. The documents should be submitted to:

Accounts Officer

RTO Connect Pty Ltd t/a Australian Study Link Institute
Level 2, 123 Lonsdale Street, Melbourne, Victoria 3000, Australia

Or

Email us at accounts@asli.vic.edu.au



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All students' refunds are conditional on the following:

Students are requested to read detailed information on fee payment and refund policy available on ASLI's website www.asli.vic.edu.au.

Please refer to the course refund table below for details:

ASLI INSTITUTE COURSE FEE REFUND TABLE			
Refund Circumstances	Refund of Tuition Fees Paid	Refund of Material Fees	Application Fee
Withdrawal at least 12 full weeks or more prior to the agreed start date.	100%	100%	No Refund
Withdrawal between 6 to 11 full weeks prior to the agreed Start date.	50%	100%	No Refund
Withdrawal in 5 full weeks or less	No Refund	No Refund	No Refund
Withdrawal after the course start date	No Refund	No Refund	No Refund
Course withdrawn by the institute	100%		
Application rejected by the institute	100%	100%	No Refund
The course is not provided fully to the student because the Institute has a sanction imposed by a government regulator.	Refund of unused portion of tuition fees for future terms	No Refund	No Refund
Visa refused prior to the course commencement	Total amount of the pre-paid fees received by ASLI for the course in respect of the student course less the following amount. (a) 5% of the total amount of pre-paid fees that the provider received in respect of the student for the course before the default day; or (b) a maximum sum of \$500, whichever is lesser		
Visa is refused after the commencement of the studies due to not meeting visa requirements.	The refund amount = weekly tuition fee x the number of weeks in the default period a. The weekly tuition fee = total tuition fee for the course / number of calendar days in the course x 7. This amount is rounded up to the nearest whole dollar.	No Refund	No Refund



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ASLI INSTITUTE COURSE FEE REFUND TABLE

Refund Circumstances	Refund of Tuition Fees Paid	Refund of Material Fees	Application Fee
	b. The number of weeks in the default period = number of calendar days from the default day to the end of the period to which the payment relates/7		
RPL Fee	No refund if the 'Statement of Attainment' is provided	No Refund	No Refund
Withdraws from the course without notification or breaches their Visa conditions	No Refund	No Refund	No Refund
Visa cancelled due to actions of the student	No Refund	No Refund	No Refund
Student abandons the course	No Refund	No Refund	No Refund
The Institute cancels an enrolment due to serious student misconduct	No Refund	No Refund	No Refund

No Refunds Will Be Granted Where:

- an international student currently in Australia has their student visa cancelled by the Department of Home Affairs (DHA) for a breach of visa conditions.
- The refusal was a reason for one or more of the following acts or omissions by the student that directly or indirectly caused the student to default in relation to the course at the location:
 - i. The student's failure to start the course at the location on the agreed starting day.
 - ii. The students' withdrawal from the course at that location.
 - iii. The student's failure to pay an amount he or she was liable to pay the provider, directly or indirectly, to undertake the course at that location.
 - iv. If your enrolment falls within no refund timelines before the agreed start date of the course and you decide to withdraw from the course, then there will be no refund.

For example: If a student enrolls in week 5 before course start date, he/she will not be eligible for refund if student withdraws from the course as enrolment falls within no refund time of 5 weeks prior to the agreed start date of the course.

- Refund payments to students following visa refusals will be paid within a 4-week timeframe after receiving a written claim from the student.
- Students must provide the institute with substantiated evidence of their student visa refusal.

Refer to the Fee Payment and Refund Policy available on ASLI's website www.asli.vic.edu.au for more details.



Cooling Off Period

ASLI will provide applicants a 7-day cooling off period. This means that if a student accepts the offer letter to study at ASLI and pays ASLI relevant course fees as per the signed agreement. If the student changes their mind (for any reason), a full refund of course fees paid till date will be provided. Students must notify ASLI in writing within 7 days of the signed agreement date.

Student's Rights to Appeal

Any student who is refused for a refund by the institute may appeal within 20 working days in writing to the Student Support Officer and follow the feedback complaints and appeal process of ASLI.

The institute's appeal process does not restrict the student's right to pursue other legal avenues.

The written agreement and the right to make complaints and seek appeals of decisions and action under various processes, does not affect the rights of the student to act under the Australian Consumer Law if the Australian Consumer Law where applicable.

For more information, please refer to ASLI's Fee Payment and Refund Policy, available at reception and on our website: www.asli.vic.edu.au

Tuition Protection Services

Protection of tuition fees paid in advance by student visa holders is undertaken in accordance with ESOS Act 2000 requirements and the Tuition Protection Service Framework. The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist international students whose education providers are unable to fully deliver their course of study. The TPS ensures that international students can either:

- Complete their studies in another course or with another education provider or
- Receive a refund of their unspent tuition fees.

ASLI is fully compliant with the ESOS requirements of the Tuition Protection Service (TPS), which is a replacement and refund service for international students.

It is an unlikely event that ASLI is unable to deliver a course that you have paid for and does not meet their obligations to either offer you an alternative course that you accept or pay you a refund of your unspent prepaid tuition fees (this is called a provider default obligations), the TPS will assist you in finding an alternative course or to get a refund if a suitable alternative is not found.

For more information on Tuition Protection Service visit: <https://tps.gov.au>

Payment Method

Australian Study Link Institute accepts payment for fees using:

- Credit Card
- Electronic Funds Transfer (account details available on request)
- Cheque (made payable to Australian Study Link Institute)
- Payment in cash is discouraged.



Payment Instructions – How to Pay

Payments can be made by:

- Cash at the office reception desk during office hours.
- EFT Banking Details-Contact the institute at +61 3 9639 9951 for details on banking details. Alternatively, banking details are also available on ASLI's application for Admission form.

Note: Students are advised to retain their proof of payment (e.g., transaction receipt or bank confirmation) and ensure that their full name or student ID are included in the payment reference.

Student Notifications

Australian Study Link Institute will inform the student regarding any significant changes that may impact their studies. This includes the following:

- Change of Ownership of RTO (Registered Training Organisation)
- Change in engagement terms and conditions
- Change of delivery, Training, work placement or assessment location
- Information on regulated outcomes

All notifications will be issued in a timely manner via email, or official letter to ensure students remain informed and supported.

Change of Ownership of RTO (Registered Training Organisation)

Australian Study Link Institute will notify all learners, students, and clients about the change of ownership taking place within 28 days of the change of ownership. The student support officer will also brief the students, learners, and clients about the impact of the changes.

Change In Engagement Terms and Conditions

Australian Study Link Institute reserves the right to amend the conditions of the student's enrolment at any time. If amendments are made that affect the student's enrolment the student will be informed 7 days prior to the changes taking effect.

Change Of Delivery, Training, Work Placement or Assessment Location

Australian Study Link Institute reserves the right to change the location of delivery, training, work placement or assessment. If any such changes are made that affect the student's training or assessment the student will be informed 7 days prior to changes taking effect.

Legislative and Regulatory Responsibilities

Australian Study Link Institute is required to operate in accordance with the law. This means we comply with the requirements of legislative and regulatory requirements. The following legislation is a list of the Acts that Australian Study Link Institute has recognised it has compliance responsibilities to. They also represent obligations to you as a student whilst training with Australian Study Link Institute.



During your day-to-day work and when participating in training, you will need to be aware of the relevant legislation that may impact on your conduct and behaviour.

Copies of State and Federal legislation can be found on the Internet at www.legislation.gov.au (Federal) <https://www.legislation.vic.gov.au> (State).

The following is a summary of the legislation that will generally apply to your day-to-day work and training.

ESOS Framework:

The Australian Government wants overseas students to have a safe, enjoyable, and rewarding place to study. Australian laws promote quality education and consumer protection for overseas students. These laws are known as the ESOS Framework and includes the Education Services for Overseas Students Act (the ESOS Act), and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code 2018).

ESOS Act: The Education Services for Overseas Students Act 2000 (ESOS Act) sets out the legal framework governing delivery of education to international students in Australia on a student visa. It sets out the registration requirements and the ongoing standards for education providers that offer courses to overseas students. For more information, kindly refer to <https://www.legislation.gov.au/Series/C2004A00757>

National Code of Practice for Providers of Education and Training to Overseas Students 2018 (referred as National Code 2018) is a legislative instrument made under the Education Services for Overseas Students Act 2000 (Cth) and sets nationally consistent standards to support providers to deliver quality education and training to overseas students. , kindly refer to <https://www.legislation.gov.au/Details/F2017L01182>.

Occupational Health and Safety Act 2004 (Victoria)

The Occupational Health and Safety Act 2004 (OHS Act) is the primary legislation governing workplace health and safety in Victoria. Its main objective is to secure the health, safety, and welfare of employees and other persons at work by eliminating or reducing workplace risks.

The OHS Act applies to employers, employees, contractors, sub-contractors, apprentices, trainees, work experience students, and volunteers, as well as to members of the public who may be affected by work activities.

Under Section 25 of the OHS Act, all individuals at a workplace, including students, clients, and visitors, are required to:

- Take reasonable care for their own health and safety, and
- Ensure their actions or omissions do not adversely affect the health and safety of others, and
- Cooperate with any reasonable instructions, policies, or procedures provided by ASLI to comply with occupational health and safety laws.

ASLI is committed to maintaining a safe learning and working environment in line with the OHS Act 2004.

Privacy Act 1988

The Privacy Act is supported by the Australian Privacy Principles. The object of Australian Privacy Principles is to ensure businesses and government agencies manage personal information in an open transparent, and secure manner.



Review the section within this handbook that relates to privacy. It provides you with information about:

- the kinds of personal information that the entity collects and holds.
- how the entity collects and holds personal information.
- the purposes for which the entity collects, holds, uses, and discloses personal information.
- how an individual may access personal information about the individual that is held by the entity and seek the correction of such information.
- whether the entity is likely to disclose personal information to overseas recipients.

For more information, please refer to ASLI's Privacy Policy, available at reception and on our website: www.asli.vic.edu.au

Disability Discrimination Act 1992

Section 5 - Disability Discrimination (1) For the purposes of this Act, a person (discriminator) discriminates against another person (aggrieved person) on the grounds of a disability of the aggrieved person if, because of the aggrieved person's disability, the discriminator treats or proposes to treat the aggrieved person less favourably than, in circumstances that are the same or are not materially different, the discriminator treats or would treat a person without the disability.

For the purposes of subsection (1), circumstances in which a person treats or would treat another person with a disability are not materially different because different accommodation or services may be required by the person with a disability.

Sex Discrimination Act 1984

The objects of this Act are to give effect to certain provisions of the Convention on the Elimination of All Forms of Discrimination Against Women; and to eliminate, so far as is possible, discrimination against persons on the ground of sex, marital status, pregnancy or potential pregnancy in the areas of work, accommodation, education, the provision of goods, facilities and services, the disposal of land, the activities of clubs and the administration of Commonwealth laws and programs; and

- to eliminate, so far as possible, discrimination involving dismissal of employees on the ground of family responsibilities; and
- to eliminate, so far as is possible, discrimination involving sexual harassment in the workplace, in educational institutions and in other areas of public activity; and
- To promote recognition and acceptance within the community of the principle of the equality of men and women.

Racial Discrimination Act 1975

This Act gives effect to Australia's obligations under the International Convention on the Elimination of All Forms of Racial Discrimination. Its major objectives are to:

- promote equality before the law for all persons, regardless of their race, colour or national or ethnic origin, and
- make it unlawful to discriminate against people based on their race, colour, descent or national or ethnic origin in areas such as education, employment, housing, and access to services.



Copyright Act 1968

Copyright is a type of property that is founded on a person's original creative skill, and effort. It is designed to prevent the unauthorised use by others of a work, that is, the original form in which an idea or information has been expressed by the creator.

Copyright is not a tangible thing. It is made up of a bundle of exclusive economic rights to do certain acts with an original work or other copyright subject-matter. These rights include the right to copy, publish, communicate (e.g., broadcast, make available online) and publicly perform the copyright material.

There is no general exception that allows a work to be reproduced without infringing copyright. Where a part of a work is copied, the issue is whether a substantial part of that work has been reproduced and thus an infringement has occurred. However, there is a 10% rule which applies in relation to fair dealing copying for the purposes of research or study. A reasonable portion of a work may be copied for that purpose, and a reasonable portion is deemed to be 10% of a book of more than 10 pages or 10% of the words of a work in electronic form.

Fair Work Act 2009

The main objectives of this Act are to provide a balanced framework for cooperative and productive workplace relations that promote national economic prosperity and social inclusion for all Australians by:

- Providing workplace relations laws that are fair to working Australians, are flexible for businesses, promote productivity and economic growth for Australia's future economic prosperity and consider Australia's international labour obligations.
- Ensuring a guaranteed safety net of fair, relevant and enforceable minimum terms and conditions through the National Employment Standards, modern awards, and national minimum wage orders.
- Enabling fairness and representation at work and the prevention of discrimination by recognising the right to freedom of association and the right to be represented, protecting against unfair treatment and discrimination, providing accessible and effective procedures to resolve grievances and disputes, and providing effective compliance mechanisms.
- Supporting the effective operation of the Fair Work Commission and the Fair Work Ombudsman in delivering education, advice, compliance, and enforcement services.



Privacy Statement

Your privacy is important to us, and all the personal & private information collected about you will be treated as confidential. Information collected during your enrolment is done to meet our obligations under the ESOS Act 2000, and the National Code 2018, to ensure student's compliance with the conditions of their visa and their obligations under Australian immigration laws generally. The authority to collect this information is contained in the ESOS Act 2000, the ESOS Regulations 2019 and the National Code 2018. Information collected about you during your enrolment will be provided, in certain circumstances, to the Australian Government and designated authorities and the Tuition Protection Service (TPS) director. In other instances, information collected during your enrolment can be disclosed without your consent where the institute is authorised or required to do so by the law.

This may include disclosure to the Department of Education, the Department of Home Affairs, and the TPS Director under the ESOS Framework. You can access information collected from you on the application for admission form and during your enrolment by contacting Student Administration at the institute. You may also request corrections to your personal information if you believe it is inaccurate, out of date, incomplete, irrelevant, or misleading.

Under the National Vocational and Training Regulator (Data Provision Requirements) Instrument 2020, ASLI is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on the letter of offer, your training activity data) may be used or disclosed by ASLI for statistical, regulatory and research purposes. ASLI may disclose your personal information for these purposes to third parties, including:

- Employer – if you are enrolled in training for industry placement Commonwealth and State or Territory government departments and authorised agencies.
- NCVER.
- Organisations conducting student surveys
- Researchers.
- Personal information disclosed to NCVER may be used or disclosed for the following purposes:
 - Issuing statements of attainment or qualification and populating authenticated VET transcripts.
 - Facilitating statistics and research relating to education, including surveys.
 - Understanding how the VET market operates, for policy, workforce planning and consumer information
 - Administering VET, including programme administration, regulation, monitoring, and evaluation.

You may receive an NCVER student survey which may be administered by an NCVER employee, Education Agent, or third-party contractor. Participation in the survey is voluntary; and, you may opt out at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

If there are any queries about our institute and courses, please feel free to contact us via phone, email or visit our Institute. The contact details are listed below.

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Disclaimer

Information contained in this Students Handbook is current at the time of printing and is subject to change. Please refer to information published on website www.asli.vic.edu.au for the most current information or speak to ASLI's student's administration. Students are encouraged to get more information from the National Training Register at www.training.gov.au or speak to ASLI staff member for further details.

ASLI handles all superseded qualifications as per our Course Transition Policy and Procedures available from www.asli.vic.edu.au or at reception. Information contained in this handbook might not be suitable for enrolment purposes however this information should be read in conjunction with the official website or course information brochures. For more information, please speak to student's Administration officer at the reception of Australian Study Link Institute.

We are always there to provide support wherever required.

— ON BEHALF OF ASLI, — • WE WOULD LIKE TO • *Welcome* YOU ABOARD.



“ The future belongs to those who *learn* more skills
and combine them in *creative* ways. ”

— Robert Greene —