



Australia Awards

Australia Awards South and West Asia

Short Course Awards Handbook

In-Australia

December 2017





Table of contents

Document Information.....	5
Version History.....	5
Ownership.....	5
1 Introduction.....	9
1.1 Background.....	9
1.2 Short Course Awards (SCAs).....	9
2 Pre course.....	10
2.1 Purpose and content of this section.....	10
2.2 Participant information collection – Nomination Form.....	10
2.3 Return to work plan.....	11
2.4 Course plan.....	11
2.5 Course manual.....	11
2.6 Online Resource Guide.....	11
2.7 Pre-departure briefing document.....	12
3 Allowances and travel.....	13
3.1 Purpose of this section.....	13
3.2 Introduction.....	13
3.3 Visas, international travel and home to international airport costs.....	13
3.4 Awardees travel costs in Australia.....	13
3.5 Awardees allowances in Australia.....	13
4 Accommodation.....	14
4.1 Purpose of this section.....	14
4.2 Standard/type of accommodation in Australia.....	14
4.3 Twin share requirement.....	14
4.4 Location of accommodation.....	15
4.5 Accommodation fact sheet.....	15
5 Travel and health insurance.....	15
5.1 Purpose of this section.....	15
5.2 Background.....	15
5.3 Course provider responsibilities.....	16
5.4 Information for awardees.....	16
6 Medical treatment assistance.....	16
6.1 Purpose of this section.....	16
6.2 Background.....	16
6.3 Welfare Officer.....	17
6.4 Specialist appointments.....	17
6.5 Record-keeping and reporting.....	17
7 Staffing.....	18
7.1 Purpose of this section.....	18

7.2	Remuneration framework.....	18
7.3	Summary of mandatory staffing	18
7.4	Course Leader.....	19
7.5	Gender and Social Inclusion Specialist (GESI).....	19
7.6	Course Coordinator	20
7.7	Welfare Officer	20
7.8	Interpreter(s).....	22
8	Interpreting and translation.....	22
8.1	Purpose of this section	22
8.2	Interpreting and translation policy	22
8.3	Rationale for policy.....	23
8.4	Pre-course English assessment.....	23
8.5	Qualified Interpreters.....	23
8.6	Second Interpreter.....	24
8.7	Support provisions.....	24
8.8	Payment and management issues.....	24
9	Gender Equality Social Inclusion	24
9.1	Purpose of this section	24
9.2	Recognition of Australia's Aboriginal and Torres Strait Islander People .	25
9.3	Disability Inclusion.....	25
9.4	Gender Equality.....	26
10	In-Australia orientation program.....	26
10.1	Purpose of this section	26
10.2	Objectives of the Orientation Program	26
10.3	Required Orientation Program content	26
10.4	Suggested activities	27
10.5	Scheduling of the orientation program	27
10.6	Evaluation of the orientation program	27
11	Communications and IT	27
11.1	Purpose of this guideline	27
11.2	Mobile phone usage	27
11.3	Accommodation phone.....	28
11.4	Computer access	28
11.5	Internet access	28
12	Short course monitoring and evaluation.....	28
12.1	Purpose of this guideline	28
12.2	M&E framework.....	28
12.3	Short Course Awards outputs and outcomes.....	29
12.4	Short Course Awards indicators and data collection	29
12.5	M&E by Scope Global	31
13	Short course reporting.....	31



13.1	Purpose of this section	31
13.2	Responsibilities for reporting	31
13.3	Component 1 Report	31
13.4	Component 2 - Course completion report	32
13.5	Component 3 - Return to Work Plan Workshop Report	32
13.6	Course report content – Component 2	32
14	Missing participants in Australia	34
14.1	Purpose of this section	34
14.2	Background and summary	34
14.3	Indications of intention to leave	34
14.4	Dissuading “over-stayers”	34
14.5	Limitations to any action	35
14.6	Actions to be taken if an incident occurs	35
15	Budget	35
15.1	Purpose of this section	35
15.2	Introduction	36
15.3	Budget timing and justification	36
15.4	Fixed and reimbursable costs	36
15.5	Fixed costs detailed	36
15.6	Reimbursable costs detailed	37
15.7	Budget line transfers	38
15.8	Reporting requirements	38
16	Public Diplomacy and Media	38
16.1	Overview of this Section	38
17	Templates	39
17.1	Course Plan	39
17.2	Sample Budget	44

Document Information

Version History

Date	Amendments
18/01/2016	Section 3 - 3.5: Awardees allowances in Australia Section 6 - 6.5: Record Keeping & Reporting Section 7 - 7.6: Welfare Officer Responsibilities Section 10 - 10.2: Mobile Phone Usage
19/01/2016	<i>Updates to reflect a change to travel guidelines: Scope Global will now be responsible for all short course participant travel to and from Australia. The following sections have been updated:</i> Section 3 – 3.3: Visas, international travel and home to international airport costs Section 2 – 2.5 Pre-departure briefing document Section 14 – 14.2 Introduction
11/03/2016	Scope Global personnel, Section 15.1 – Course Plan
21/04/2016	Section 15.2 – Course Budget Template
29/11/2016	Personnel
07/08/2017	Section 2.5: Course Manual Section 2.6: Resource Guide Section 12.3 Component 1 Report Section 12.4: Return to Work Plan Workshop Report
15/11/2017	Section 7.3 Summary of Mandatory Staffing Section 7.5 Gender and Social Inclusion
12/12/2017	Section 16 Public Diplomacy and Media Section 17.1 Templates - Course Plan

Ownership

Enquiries regarding this document can be made to:

Name	Lucy Delahunty
Position	Senior Program Officer, Short-term Activities



Contact

lucy.delahunty@australiaawardssouthwestasia.org

Acronyms and abbreviations

Acronym	Name
AQF	Australian Qualifications Framework
ARF	Adviser Remuneration Framework
CPM	Country Program Manager (Scope Global)
DFAT	Department of Foreign Affairs and Trade (Australia)
DIBP	Department of Immigration and Border Protection (Australia)
GP	General Practitioner
HE	Higher Education
ICT	Information and Communications Technology
M&E	Monitoring and Evaluation
M&E Adviser	Monitoring and Evaluation Adviser
MC	Managing Contractor (Scope Global)
NAATI	National Accreditation Authority for Translators and Interpreters
NGO	Non-Government Organisation
OSHC	Overseas Student Health Cover
PDB	Pre-Departure Briefing
PG	Partner Government
RFT	Request for Tender
RM	Regional Manager
RTO	Registered Training Organisation
RWP	Return to Work Plans
SCA	Short Course Award
TAP	Technical Assessment Panel
VET	Vocational Education and Training

Scope Global personnel

Designation	Name
Team Leader	Mr Tony Crooks
Deputy Team Leader	Mr Rod Sollesta
Country Program Manager – Bangladesh	Ms Louise Jennion
Country Program Manager - Bhutan	Mr Karma Tenzin
Country Program Manager - Maldives	Dr Ibrahim Hassan
Country Program Manager - Nepal	Mr Gaurav Katwal
Country Program Manager - Pakistan	Ms Erum Rabbani
Country Program Manager – Sri Lanka	Ms Sajani Ranatunge
Manager, Short-term Activities	Mr John Torriero
M&E Adviser	Mr Geoff Lacey
Program Manager	Ms Sarah Treadgold
Senior Program Officer, Short-term Activities	Ms Lucy Delahunty
Program Coordinator – Procurement and Contracting	Mr Mark Walsh

1 Introduction

1.1 Background

Australia Awards are provided to build the skills and knowledge of individuals so that they can contribute to their country's development, and to support the ongoing development of links between Australia and the countries to which it provides aid. The Australia Awards are an important part of the Australian Government's focus on public and economic diplomacy, and provide long term Scholarships as well as Short Course Awards, supported by complementary Enabling Activities.

Australia Awards in South and West Asia commenced in January 2015, bringing together under a single unified Program the former Australia Awards in South Asia and Australia

Awards in Pakistan programs, along with limited elements of Australia Awards in Afghanistan. Australia Awards in South and West Asia is designed as a five-year Program.

The objective of the Program is to provide high quality management and administration services that will build on the history of Australian scholarships for South and West Asia, and which respond to evidence and evolving needs of country programs, in order to achieve set objectives to facilitate the four long-term outcomes in line with the Australia Awards Global Strategy 2016-18.

The four long-term outcomes of the Program are that:

- alumni are using their skills, knowledge and networks to contribute to sustainable development;
- alumni are contributing to cooperation between Australia and partner countries;
- effective, mutually advantageous partnerships are established between institutions and businesses in Australia and partner countries; and
- alumni view Australia, Australians and Australian expertise positively.

1.2 Short Course Awards (SCAs)

Short Course Awards are defined as:

- a) Formal study or training offered for a minimum of 10 days and up to 5 months duration
- b) Delivered by an approved Australian Higher Education (HE) Provider (see Table A, B,C of the Higher Education Support Act 2003) or an Australian Registered Training Organization (RTO) that are:
 - Accredited for delivery within an approved Australian Qualifications Framework (AQF) award program; or
 - Approved in accordance with State specific legislative frameworks for Universities; or
 - Able to provide a formal Statement of Attainment in relation to a skills or competency covered by Australian nationally-recognized Vocational Education or Training (VET) material; or
 - Custom designed to meet specific requirements of a tender and identified needs of participants while including as much content as practicable of

Degree programs recognized under the AQF, with all teaching provided by an accredited Australia tertiary institution

- c) Comprise cohorts of 15-25 participants
- d) Short Course Awards are offered at any academic or vocational level
- e) VET short courses target a 'train the trainer' approach to enabling participants to develop the skills, knowledge and attitudes appropriate to cascade training with colleagues upon return to country
- f) Flexible and responsive to clearly demonstrated demands to effectively meet technical needs
- g) Can be delivered in country, within region, split - site or in Australia by registered Australian HE Provider or RTO

This Handbook provides guidelines for Course Providers to meet the goal and outcomes of the Australia Awards South and West Asia Program. **This Handbook is designed for Short Course Awards being delivered in-Australia.** It is a living document to be reviewed regularly and updated to reflect new initiatives and changes in policy directions.

2 Pre course

2.1 Purpose and content of this section

This section contains information relevant to Course Providers whose participants are preparing for travel to Australia. It contains information on a range of activities that are undertaken prior to the main training activity. It is important to note that additional pre course activities may be specified for particular short courses.

2.2 Participant information collection – Nomination Form

The Short Course Award Portal is used to capture preliminary information on the participant. Information to be collected includes;

- a) Name
- b) Preferred name
- c) Gender
- d) Date of Birth
- e) Passport Number
- f) Current work title and duties
- g) Formal Qualifications
- h) Email address
- i) Other contact information
- j) Next of kin
- k) English language competency
- l) Supervisor (and contact details)



- m) Comments from the participant on expectations for the course and the anticipated impact on their professional development

Through the Portal, this information will be collected by the relevant Scope Global Country Program Manager and forwarded to the Course Provider. If the information is given in the native language, the Course Provider will be required to arrange for its translation.

2.3 Return to work plan

All participants selected to undertake an Australia Awards South and West Asia short course are required to complete a Return to Work Plan (RWP). This plan is designed to focus participants and their immediate supervisor on the outcomes of the short course and to integrate the learning with their work. Plans are typically developed on course with the guidance of the Course Provider and typically comprise a project or set of activities that the awardee undertakes to implement upon their return to the workplace.

A copy of the Return to Work Plan Workbook and Guidebook will be provided to successful tenderers. It is an expectation that the Course Provider will work with Scope Global to tailor the content and format of the RWP to ensure it meets the needs of awardees and their organisations.

2.4 Course plan

This document summarises the course provider's intentions for the course and documents the technical, resource and logistical arrangements that will go to supporting the design and delivery of the course. It is typically developed once a contract for services has been executed between the course provider and Scope Global. The Course Plan template is contained in Section 17.1.

2.5 Course manual

The Course Manual summarises the details of the course. It is developed by the contracted Course Provider and contains details of the: course aims and objectives; learning expectations and the host institutions code of conduct principles and policies. It should also provide information on: assessments; a course schedule and information on events; and details on core course personnel (see staffing requirements in section 7). Venue information, resources and a list of Awardees may also be considered for inclusion.

2.6 Online Resource Guide

The Online Resource Guide is developed by the Course Provider as part of Component 1 deliverables. It is the key document used to induct participants into the concepts and themes to be explored during the main training activity. Accordingly it is structured to enable participants to progress through materials in a logical manner. The Guide typically contains links to other online resources and serves to guide participants through self-paced learning. The Guide provides participants with the opportunity to discuss reflection questions as part of each major section. Responses to these reflection questions are utilised by the Course Provider as part of its pre-needs analysis with a synthesis of responses provided to Scope Global as part of a contracted Component 1 report. (Refer to Section 12 for further details on reporting requirements).

2.7 Pre-departure briefing document

Course providers are required to prepare a document designed to give participants information about relevant topics including:

- customs and quarantine regulations
- allowances provided to short course participants
- what to bring in terms of dress code and weather conditions
- introduction to Provider institution and training venue
- on arrival greeting at airport
- orientation to precinct of city locale
- transportation, allowances and payments
- food and shopping outlets
- location of accommodation and access to training venue
- accommodation services and amenities
- security
- expectations/regulations: .e.g. smoking, littering, queuing
- support services
- health services and health cover as well as emergency procedures and protocols
- access to places of worship for different faiths
- course program and activities such as field or site visits, events
- approach and methodologies for training and participation
- certification of the course of training; and
- ongoing course award activities as specified per cohort/per course requirements.

The Program will be conduct a pre-departure briefing session with short course awardees to:

- facilitate completion of participant nomination or application forms
- facilitate visa application processing and supporting documentation as required by the Department of Immigration and Border Protection (DIBP), as notified by DFAT Post relevant to each country
- introduce the Australia Awards South and West Asia Regional Program and Short Course Awards
- introduce the Australia Awards Alumni engagement plan and commitments required of awardees both on-award and post course
- produce statements of support identifying DFAT sponsorship of the Short Course Award to accompany visa applications
- issue Letters of Offer to Short Course Awardees

- reimburse logistics for domestic travel as required to international gateway
- advise on ticketing, travel insurance and baggage allowance for flights to Australia
- induct cohorts into using Return to Work Plans (in conjunction with the Course Provider)
- induct cohorts into the Code of Conduct for short course awards and retain signed agreements; and
- outline M&E framework and scheduled activities with alumni on award and post training.

3 Allowances and travel

3.1 Purpose of this section

This section outlines the Program's policy on the payment of allowances to awardees in Australia, as well as in Australia travel costs covered by the award. Any variation from the policies and rates set in this summary must be cleared before payment with Scope Global.

3.2 Introduction

Short courses are funded by the Australian Government through the Department of Foreign Affairs and Trade. Allowances for participants are based on Department of Foreign Affairs and Trade Short Course Awards guidelines and limits and restrictions are set on what is paid. This section clarifies payment responsibilities and sets amounts to be paid.

3.3 Visas, international travel and home to international airport costs

The Australia Awards, Country Program Manager is responsible for liaison with the partner government to arrange visas and pre departure health checks. Similarly, arrangements for the preparation and payment of participants' international travel is also arranged through the Australia Awards office in each country.

3.4 Awardees travel costs in Australia

Travel costs in Australia incurred as part of the short course are funded through the award. The course provider will organise and procure this travel, when required. All other travel by awardees (e.g. to visit relatives or friends) is prohibited. The Program does not provide funds for personal or reunion travel.

3.5 Awardees allowances in Australia

All awardees are paid a daily allowance (per diem) of up to **AUD 82/day** during their time in

Australia. The course provider pays the allowance on the basis of the formula: "number of nights in Australia plus one" (to allow for return travel). The daily allowance is to cover meals not provided by the course provider, incidentals, phone

calls, personal travel, etc. No additional allowances will be provided. Allowances are paid in advance weekly by the course provider.

This allowance depends on whether some meals are already provided (e.g. breakfast by the accommodation provider or lunch at the training venue). When meals are provided as a part of the course an adjustment from the standard rate will be made, according to the following:

- a) Breakfast: Deduct 21% from the allowance
- b) Lunch: Deduct 23% from the allowance
- c) Dinner: Deduct 39% from the allowance

It is preferred that awardees are provided with lunch during course delivery and are able to prepare/buy breakfast and dinner.

The calculation of the amount of per diem is to be explained in the Course Plan. The lump sum amount and the frequency of payment only is required to be detailed in the pre-departure briefing notes distributed to participants.

4 Accommodation

4.1 Purpose of this section

This section details the policy on the standard of accommodation provided for awardees attending short courses. Where a course provider wishes to deviate from this policy, or is unable to meet the standards as set out, this must be discussed with Scope Global prior to making any final bookings.

4.2 Standard/type of accommodation in Australia

Previous experience with short course awardees from other countries has demonstrated a strong preference for awardees to be able to prepare the majority of their own meals. Apartments with cooking facilities are the preferred style of accommodation. The standard is as follows:

- a) apartment accommodation with two bedrooms and a fully equipped kitchen;
- b) four star rated wherever available and within budget and;
- c) separate bathrooms wherever available and within budget.

4.3 Twin share requirement

Awardees are required to share with one other person. However, this must be dealt with in a sensitive manner and not through a random allocation of rooms. This is especially the case for female awardees, who may wish to be grouped in adjacent rooms. The Country Program Manager will liaise with the Partner Government agency to obtain advice on room sharing. This information will be forwarded to the SHORT COURSE Course Coordinator prior to mobilisation to avoid problems on arrival at the accommodation.

It is not acceptable to place three awardees in one apartment unless there are three bedrooms and multiple bathrooms. The Course Coordinator will need to exercise flexibility and discretion when rooms are allocated. There may occasionally be



acceptable reasons for allocating a single room (e.g. health issue or status of the Delegation Leader), but the general rule will be that awardees share an apartment.

4.4 Location of accommodation

Providers must take location into account, especially where alternatives exist. Factors to be considered include:

- a) distance to training venue, especially where awardees are not bussed to the venue daily;
- b) proximity to city centre, shops, public facilities and take-away food outlets;
- c) (avoiding) proximity to bars, sex-shops or other potentially culturally offensive sites; and
- d) (avoiding) proximity to noisy, late-night entertainment venues.

4.5 Accommodation fact sheet

On arrival, providers should supply easily accessible information (in their native language) to awardees on the accommodation, any relevant rules, policies, procedures or guidance on appropriate behaviour, accommodation services and surrounding facilities. This should include information such as:

- a) fire and emergency evacuation;
- b) use of apartment equipment and including advice on safety switches (e.g. on hotplates)
- c) use of shared accommodation facilities (e.g. fitness centres);
- d) location of nearby shops and public facilities;
- e) acceptable cultural behaviour;
- f) safety and security and;
- g) rules on smoking.

5 Travel and health insurance

5.1 Purpose of this section

This document provides guidance to course providers on awardees health insurance requirements to reduce risk by having consistent policy arrangements across SHORT COURSEs and to ensure adherence to Australian Government immigration requirements. Section 6 of this Handbook deals with *Medical Treatment Assistance* and outlines the level of service required by course providers in terms of supporting medical appointments, etc.

5.2 Background

It is planned that awardees will be travelling to Australia on the Sub-class 500 Student Visa. The Australian Government through the Department of Immigration and Border Protection requires all holders of a Student Visa to maintain Overseas Student Health Cover (OSHC) during their stay in Australia.



5.3 Course provider responsibilities

Course providers are required to organise and procure single OSHC insurance during pre-departure preparations to support the visa application process. Course providers must provide a Certificate of Insurance for each of the awardees covering them from their time of arrival in Australia to their time of departure. Awardees are not eligible for assistance with family entry or assistance with family OSHC insurance coverage.

Support with access to medical assistance when a awardees is ill must be facilitated by the course provider (e.g. through the Welfare Officer). Course providers are also required to provide awardees with a comprehensive briefing on the OSHC insurance policy on arrival in Australia.

5.4 Information for awardees

Awardees must be briefed on the following, as part of the Orientation Program on arrival in Australia:

- a) The policy: the benefits and exclusions. Awardees should be advised of all exclusions under the policy including pre-existing medical conditions and dental and optical expenses.
- b) The need to contribute to medical expenses where gap fees apply.
- c) The claims process and timing of the reimbursement of expenses.
- d) Procedures should they fall ill (e.g. assistance by the Welfare Officer).
- e) Assistance to arrange treatment for non-urgent existing conditions may not be supported by the course provider and will not be covered under the insurance policy.
- f) Issue of an information card (in the native language) providing relevant information on medical emergency procedures and non-emergency process for seeing a doctor, etc.

6 Medical treatment assistance

6.1 Purpose of this section

This guideline details expectations of the level of support provided by course providers to facilitate awardees medical treatment. It should be read in conjunction with the section on *Health Insurance*.

6.2 Background

There are a number of background issues to consider when determining the appropriate level of support in facilitating health care service provision including:

- a) Australia has a high reputation in health care and awardees may understandably want to take advantage of Australian health services; and
- b) OSHC Worldcare Standard policy excludes coverage for pre-existing medical conditions.

6.3 Welfare Officer

All course providers will have a Welfare Officer as part of their delivery team. This officer is the key person involved in supporting awardees who require medical or dental assistance.

It is required that the Welfare Officer will:

- a) make arrangements for attendance at a general practice or a suitable clinic (e.g. university health centre) by any awardee who is ill;
- b) attend the clinic with the awardee, acting as interpreter if so requested by the awardee;
- c) explain the payment system and health insurance coverage applicable to the awardee at the time of the doctor's visit;
- d) assist the awardee to purchase prescribed medication from a local pharmacy;
- e) ensure the awardee fully understands the dosage and frequency of any medication;
- f) support and monitor the awardee while they are ill or under treatment; and
- g) keep the Course Coordinator informed of the situation, while maintaining awardee privacy.

If the awardee requiring medical assistance is of the opposite gender to the Welfare Officer, it may be appropriate to have another course participant or team member attend the appointment as well.

6.4 Specialist appointments

If a awardee falls ill during the course and the attending GP refers the awardee to a specialist, the Welfare Officer will assist with this process. However, some awardees may arrive in Australia with the intention to consult a specialist, usually because they have not been able to get specialist advice at home. While this is not an unreasonable expectation, it should not take precedence over meeting the requirements of the course. The following points are relevant:

- a) specialist appointments can only be made with a GP's referral;
- b) specialist appointments are difficult to arrange at short notice – the Welfare Officer may assist in arranging early appointments but should make it clear that appointments just may not be possible in the timeframe;
- c) the requirements of attendance at the course come first and any appointments should be made at a time that minimises impact on activity session attendance; and
- d) specialist appointments are not covered by health insurance where they relate to a pre-existing medical condition.

6.5 Record-keeping and reporting

The Welfare Officer must keep a written record/diary of any health related issues or visits to doctors. Any serious illness, accident or hospital admission must be reported to the Course Coordinator within 24 hours, via phone or email. The Course

Coordinator must advise Scope Global as soon as possible and within a maximum of 24 hours.

7 Staffing

7.1 Purpose of this section

This guideline outlines staffing requirements for course providers to effectively deliver quality short courses and provides Terms of Reference for core delivery personnel.

7.2 Remuneration framework

All short courses operate under the *Adviser Remuneration Framework*. For details of the ARF go to: <http://dfat.gov.au/about-us/publications/Documents/adviser-remuneration-framework-2016.pdf>

All positions within a short course must meet the requirements of this framework and are not eligible for the allocation of premium rates. When preparing the *Course Plan*, providers will need to include the levels and remuneration rates of staff. Discipline groups under this framework are outlined below.

7.3 Summary of mandatory staffing

The following minimum full-time staffing:

- a) Course Designer (ARF Group B) – leads the design of the short course (may also be indicated as the Course Leader)
- b) Course Leader (ARF Group B) – leads the delivery team and is the major technical facilitator/lecturer.
- c) Gender Equity and Social Inclusion (GESI) Specialist (ARF Group B) – leads the development and integration of GESI tools within course content. Note: - this requirement may be negated in the RFT. Please refer to section 9 for further information on AASWA’s GESI strategy.
- d) Course Coordinator (ARF Group A) – manages administration, logistics, program scheduling (also assumes responsibility for Welfare when indicated for in-country delivery).
- e) Welfare Officer (ARF Group A) – preferably female position that supports awardees’ welfare, health needs and recreation.
- f) Interpreter/s (ARF Group A) – interpret/s proceedings within all sessions (may be one or two interpreters depending on the English language competence of the cohort). Note: - this requirement may be negated in the RFT.

7.4 Course Leader

<p>Responsibilities</p>	<ul style="list-style-type: none"> ▪ Lead the short course on behalf of the course provider and ensure the course is delivered according to the Scope of Services. ▪ Manage the delivery of a flexible and experiential program of teaching, learning and site visits in accordance with the awardee profiles and short course requirements. ▪ Manage all support staff involved in course delivery (e.g. Course Coordinator, Interpreters, Translators, etc.). ▪ Conduct course sessions, supervise and coordinate inputs from other presenters and organisations and make final decisions about the Course Program to ensure the course is able to adapt to awardee profiles. ▪ Ensure participants' experiences are structured and analysed so they relate to the home country situation and their individual work requirements, and are linked to course objectives and learning outcomes. ▪ Lead the assessment and monitoring and evaluation of participants during course delivery and the subsequent compilation of client reports.
<p>Qualifications and Experience</p>	<ul style="list-style-type: none"> ▪ Relevant qualifications in the subject matter of the course being delivered ▪ Expertise in the subject matter of the course being delivered ▪ Experience in leading short course delivery to international students. ▪ Experience in project management/administration highly desirable.

7.5 Gender and Social Inclusion Specialist (GESI)

<p>Responsibilities</p>	<ul style="list-style-type: none"> ▪ Work with the Course Leader and Course Designers to incorporate GESI into course content. ▪ Lead the development and delivery of specialist GESI sessions. ▪ Liaise with specialist presenters to ensure GESI is included appropriately in sessional content / site visit presentations.
-------------------------	--

	<ul style="list-style-type: none"> Support Awardees to incorporate GESI into their Return to Work Plans in ways that are practical and contextually localised.
Qualifications and Experience	<ul style="list-style-type: none"> Relevant qualifications in international development, education, psychology, social work, humanities and / or gender equity and social inclusion. Expertise in gender equity, disability and social inclusion within an international development context. Application of GESI learning approaches within adult learning / executive training activities Ideally – knowledge and understanding of GESI issues as they relate to the subject matter of the short course within the South West Asia region.

7.6 Course Coordinator

Responsibilities	<ul style="list-style-type: none"> Work with Course Leader to coordinate the successful preparation, arrival and return of participants to their home country including pre-departure materials and an orientation program. Organise and liaise with service providers to ensure appropriate provision of in-Australia transport, accommodation, health insurance, site visits, recreational activities and training venues for participants for the duration of their stay in Australia.
Qualifications and Experience	<ul style="list-style-type: none"> Act as key liaison point for participants on all administrative and logistical issues including course provision and pastoral care services. Coordinate all financial administration tasks including, but not limited to payment of per diems, service provider invoices, etc., and keeping accurate financial records. Provide necessary administration support to the course design and delivery teams. Travel in-country when specified in the RFT / course design documents Qualifications in administration or other relevant field is highly preferable. High level administration/coordination experience. Excellent interpersonal communication skills. Experience in education administration, particularly short courses, is highly preferable. Course provider employee is highly preferable. Experience working with international beneficiaries is highly preferable.

7.7 Welfare Officer

Responsibilities	<ul style="list-style-type: none"> Monitor and provide general welfare support for participants, including orientation support, advice on
------------------	--



	<p>any issues encountered, accompanying group on all site-visits and supporting recreational trips</p> <ul style="list-style-type: none">▪ Monitor and provide specific health-related welfare support for all participants, including explaining Australian health care requirements, the medical insurance policy and exclusions, accompanying individuals to any medical appointments and providing interpreting if required.▪ Monitor and provide support to female participants in particular, including taking any opportunities to enrich the female participants' experience while in Australia.▪ Act as the key liaison between the group and course delivery team.▪ Assist the Course Coordinator as required particularly with arrival and departure, organising activities, site visits and recreational activities.▪ Provide backup interpreting in the absence of the official Interpreter during medical appointments, out-of-hours activities and recreational activities (but is not to be used as an interpreter during formal course sessions).
Qualifications and Experience	<ul style="list-style-type: none">▪ Qualification in administration, human resources, social sciences (or equivalent work experience) is preferable.▪ Experience in a welfare/social services role is highly preferable.▪ Fluency in English and the language of the participant country.▪ Excellent interpersonal communication skills.▪ Strong understanding of Australian systems and culture.▪ Strong understanding of participant culture and cross-cultural issues. Native country background is highly preferable.



7.8 Interpreter(s)

Where the English language of all participants is below a minimum level (determined in country during course development), it is policy that courses have at least one qualified and accredited, main interpreter employed full-time. A second interpreter may be employed part-time or full time (dependent on the complexity of the course and the level of English spoken by participants) to provide relief for the main interpreter during the course. Refer to *Section Eight: Interpreting and translation* for further detail on the requirements of these positions and this service.

8 Interpreting and translation

8.1 Purpose of this section

This document outlines the policy and guidelines for course providers on the provision of interpreting and translation services for short courses. This policy and guidelines will apply to all courses where the level of English is below the standard to fully comprehend the course material. If interpreters and translators are not required, this will be specified in the Request for Tender (RFT)

8.2 Interpreting and translation policy

Notwithstanding Section 8.1 above, it is short course policy that:

- a) all courses will have at least one, preferably qualified and accredited, main interpreter employed full-time;
- b) a second interpreter may be employed part-time or full-time to provide relief for the main interpreter during the course as needed;



- c) all sessions within activities where delivery is in English will be fully interpreted into the participants' native language;
- d) all information and instructions given to awardees verbally will be interpreted into the native language.
- e) all key learning resources and written information provided to awardees should be translated into the native language.
- f) presentations and notes used within sessions should be translated into the native language. Wherever possible, this should include presentations by third parties and site visit hosts.

Based on the English competence of the awardees (as per the Pre-Course English Assessment and as assessed by the Course Coordinator and the course provider within the first week of course implementation), the course provider and Scope Global may agree on adjusting the required level of interpretation and translation.

8.3 Rationale for policy

As short courses are delivered in Australia by local experts they are necessarily delivered in English. A number of awardees may not have enough knowledge of English to be able to effectively follow and understand sessions in English. Accordingly, it is vital to have an interpreter available for all sessions, and to interpret all administrative instructions and information. Similarly, effective learning and sustainability will be enhanced if the awardees can take away translations of the materials.

While some awardees will no doubt improve their knowledge of English while they are in Australia, learning/improving English is not an intended outcome of SCAs. Providers should not expect that all awardees will be able to understand and/or speak English, and awardees must be allowed to communicate freely in their native language.

8.4 Pre-course English assessment

As part of the course design process, the course provider may be required to design and administer an English competency test to determine the level of English language support required by awardees during course delivery. This test will determine the appropriate level of interpreting and translating services to be provided.

8.5 Qualified Interpreters

It is recommended wherever possible, that the main interpreter within a short course is a professionally qualified and certified interpreter with the National Accreditation Authority for Translators and Interpreters (NAATI), the national standards and accreditation body for translators and interpreters in Australia or equivalent.

Interpreting is an intensive process and even experienced and qualified interpreters need to have breaks. Course providers must ensure that interpreters are not over-worked and that a second interpreter is available as required.



8.6 Second Interpreter

The program suggests that a second interpreter be employed to relieve the main interpreter on occasions during the course. How this is arranged is largely up to the course provider e.g. some will have interpreters work on different sessions during a day; others will have back-up for a day or two each week.

It should be noted that the Welfare Officer is not to be considered as a second interpreter. The Welfare Officer may well provide interpreting services during social activities, on weekends or after hours, at doctor visits, etc., but should not be programmed to provide ongoing mainstream interpreting relief. It is also not appropriate for the Welfare Officer to work on translation of resources.

8.7 Support provisions

To assist interpreter/s to prepare, the program will pay for up to two extra days preparation time. It is recommended that interpreter/s should meet with the Course Leader to discuss course content, terminology and specific technical terms/meaning prior to daily course delivery.

8.8 Payment and management issues

Short Course Awards operate within the *Adviser Remuneration Framework*. Interpreters are considered to be within Adviser Group A and paid according to years of experience as an interpreter.

The main interpreter will usually stay with the group throughout the course and travel with them as required. Therefore any travel and associated costs (e.g. accommodation) will be paid for. The payment of per diems for interpreter/s is a matter for each course provider to determine. Where a per diem is paid, then the maximum rate is as prescribed by Department of Foreign Affairs and Trade for the location within Australia for actual days worked.

The extent that material/resource translations can be arranged beforehand will be a matter of good planning and early preparation. Course providers are asked to have major materials and resources translated prior to the course. They are also encouraged to put in place a system that allows presentations and other materials/resources to be translated as the course progresses. One way of ensuring that this happens is to use more than one translator, sending them materials for translation on a rapid turn-around basis.

9 Gender Equality Social Inclusion

9.1 Purpose of this section

AASWA's Gender Equality and Social Inclusion (GESI) strategy sets out a comprehensive Program-wide approach to promoting gender equality and the inclusion of the following groups: people with disabilities, people from certain caste, ethnic groups; people with HIV and AIDS; people who identify as LGBTQI; people with psycho-social disabilities and mental illness; and people from indigenous populations. The strategy ensures the participation of these groups in the management and delivery of the AASWA Program.

This section outlines policies and requirements to improve the terms on which individuals who are disadvantaged on the basis of their identity, take part in Short Course Awards. The inclusion of GESI in Short Course Awards ensures Alumni understand how they can promote inclusion, equity, and fairness in their professional and personal lives.

9.2 Recognition of Australia's Aboriginal and Torres Strait Islander People

The course design will incorporate a Welcome to Country by a recognised and respected Aboriginal elder or leader who can share information and experiences relevant to the course, and/or wider social inclusion/exclusion issues.

The traditional owners of the land will be acknowledged throughout the course.

It is recommended that the weekend program incorporate a cultural activity/visit providing exposure and an opportunity for awardees to learn about Aboriginal and Torres Strait Islander people.

9.3 Disability Inclusion

Course Providers will make reasonable adjustments and accommodations to allow awardees with a disability to participate in Australia Awards short courses on an equal academic basis. Adherence to Australian legislation regarding disability support and reasonable adjustment related to academic support will be considered.

Reasonable adjustments are measures which an education provider is required to make to ensure students with a disability can meet the academic standards of their course of study and participate on the same basis as students without a disability. Reasonable adjustments may include: alterations to the physical environment and other facilities; and changes to the way training is delivered and skills are assessed.

Reasonable accommodation is the provision of support, modifications and or adjustments that meet the individual needs of people with disability to ensure they enjoy and exercise all human rights and fundamental freedoms on an equal basis to others. Reasonable accommodation can include the provision of; accessible transportation, sign-language interpreters, accessible meeting venues, and documents in accessible format.

Providers will respond to the adjustments and accommodations determined by the awardee and the Program. Institutions will consult with awardees with a disability during Component 1 and before the arrival in-Australia to ensure any accommodations and adjustments are made. The Course Provider may be asked by Scope Global to verify that the following service elements have been considered:

- Airport transfers and domestic travel;
- Accommodation;
- Daily transport to and from accommodation and course location;
- Support for awardees for indoor access i.e. building and classroom access etc;
- Support for awardees to enable mobility outdoors, e.g. getting around campus/city/public transport;
- Support for awardees communication, participation in classes, assessment – adjustments that may be needed, materials, lectures etc.
- The learning platform used by Provider must be fully accessible adhering to web accessibility standards as per the Web Content Accessibility Guidelines (WCAG);
- Support for awardees in undertaking activities including daily living and domestic chores
- Support services for psychological, mental health and wellbeing, where appropriate; and

- Contact details and regular interaction with the Providers dedicated Welfare Officer.

9.4 Gender Equality

Institutions will seek the input of a Gender and Social Inclusion Specialist to ensure topics relating to gender, disability and social inclusion are imbedded in the design and delivery of the course. Input into gender equality is to come from the Gender and Social Inclusion Specialist, whose role can be complemented by other professionals within the Short-Course Awards team, if required, in order to fully respond to the requirements outlined in Section 7.5.

10 In-Australia orientation program

10.1 Purpose of this section

This document outlines objectives and requirements for the successful orientation of awardees in Australia and provides guidance on content, activities and scheduling.

10.2 Objectives of the Orientation Program

The objectives of the Orientation Program are:

- awardees are “settled in” to their accommodation for the course duration;
- awardees understand relevant short course policies and procedures;
- awardees know how to access academic and welfare support;
- awardees are informed of recreational activities and;
- awardees have the opportunity to further their cross-cultural understanding of the Australian context.

10.3 Required Orientation Program content

The Orientation Program should cover the following key areas:

- Introduction to the course provider team** and explanation of roles and responsibilities.
- Course** venues, facilities , attendance and behaviours
- Per diem** amounts, payment processes and intended use.
- Accommodation** rules and policies, security arrangements and considerations, fire and emergency evacuation, use of shared facilities.
- Local orientation** including nearby shops and public facilities.
- Course and local **transport** including pick up points, payment methods, schedules and to/from the course venue.
- Health insurance policy** including coverage, exclusions and treatment of pre-existing medical conditions, up-front payments, insurance claims and health care assistance.



- h) **Communications and IT** including for example, SIM cards and credit, international phone cards, use of laptops and internet and email access.
- i) Outline of **academic and welfare support** mechanisms available (e.g. medical assistance, out of hours support, etc.).
- j) Planned **recreational activities** including schedule, coordination and participation.
- k) **Australian cultural norms and acceptable behaviour**, cross-cultural communication and basic slang/colloquialisms.

10.4 Suggested activities

Some suggested activities for inclusion on the Orientation Program are:

- a) “Getting to know you” activities with the course provider team
- b) Interactive tour of the local area
- c) Local transport excursion
- d) Cross cultural communication case studies

10.5 Scheduling of the orientation program

The orientation program should commence within 24 hours of awardees’ arrival and prior to commencement of the course.

10.6 Evaluation of the orientation program

The Orientation Program should be assessed as part of the end of course evaluation to enable awardees to assess and reflect on the effectiveness and usefulness of the program in preparing them for Australia.

11 Communications and IT

11.1 Purpose of this guideline

This document outlines policies and requirements on awardees phone usage and computer and internet access.

11.2 Mobile phone usage

Awardees will be advised to bring their own mobile phone handset to Australia. Course providers are to provide awardees with a pre-paid mobile phone SIM card on arrival (maximum \$30 pre-loaded credit per SIM).

Awardees are to be briefed on:

- a) the value of the allocation for each pre-paid component (e.g. calls, text, data)
- b) all relevant local and international call and usage charges;



- c) how to purchase and re-charge their phone credit and;
- d) how to purchase and use phone cards for international calls to minimise costs associated with contacting relatives.

11.3 Accommodation phone

To assist in managing communication expenditure and in consideration of the higher charge rates of some accommodation providers, it is strongly recommended that awardees only have access to land lines which are “pay as you go”.

11.4 Computer access

It is an short course requirement that awardees have access to a computer for use at nights and on the weekend for study and personal use. This may be a desktop, laptop or tablet. It is recommended that computers are available at a minimum of one per two awardees. Information collected by the course provider as part of its pre-course needs analysis will determine which of them are bringing their own laptop.

11.5 Internet access

Awardees must be provided with internet access for study and personal use. Where not provided and included in the room charge at the accommodation or easily available at the campus in which the course is to be delivered, then Prepaid internet connection (one per apartment) are to be provided. Instructions on how to access the internet and information on all applicable charges must be explained to awardees.

12 Short course monitoring and evaluation

12.1 Purpose of this guideline

This guideline outlines the expected outcomes and outputs of all Short Course Awards as part of the broader Australia Awards South and West Asia Program and the required monitoring and evaluation (M&E) frameworks and tools course providers are required to use to monitor progress and evaluate the outputs of short courses.

12.2 M&E framework

Scope Global has developed a Monitoring and Evaluation (M&E) Framework which provides for pre-award, on-award and post-award M&E for all short courses. It is aligned with the Kirkpatrick Evaluation Framework for short courses – outlined below. The Course Provider is responsible for Level 2 M&E, but it is important that they see where this fits into the Australian Government’s commitment to sustainable development and the overall M&E approach taken. The course provider’s approach

to M&E for those elements for which they are responsible will be specified in the tender.

The Kirkpatrick Evaluation Framework (refer to www.kirkpatrickpartners.com) for short courses is based on four sequential levels of evaluation as below:

- a) Level 1 Reaction: to what degree participants react favourably to the training.
- b) Level 2 Learning: to what degree participants acquire the intended knowledge, skills, attributes, confidence and commitment based on their participation in a training event.
- c) Level 3 Behaviour: to what degree participants apply what they learned during training when they are back on the job.
- d) Level 4 Results: to what degree targeted outcomes occur as a result of the training event and subsequent reinforcement.

12.3 Short Course Awards outputs and outcomes

The following outputs and outcomes are drawn directly from the Australia Awards South and West Asia M&E Framework and are to be monitored, evaluated and reported against by the course provider.

Outputs	
Kirkpatrick level one	<ul style="list-style-type: none"> ▪ Courses are managed well and meet participant learning needs.
Kirkpatrick level two	<ul style="list-style-type: none"> ▪ Participants complete good quality relevant training or other activities in support of their Return to Work Plan; ▪ Participants establish networks with Australians.

Outcomes	
Kirkpatrick levels three and four	<ul style="list-style-type: none"> ▪ Alumni develop new policies and implement new practices in the sector of development.
Kirkpatrick level four	<ul style="list-style-type: none"> ▪ Alumni activities impact broadly across their organisations ▪ Increased public visibility of the Australian Government awards program

12.4 Short Course Awards indicators and data collection

Outcomes			
Indicators	Source of information	Responsibility	When collected

Alumni are appropriately applying new knowledge, skills or Australian links in their workplaces?	Alumni Development Impact Survey	Scope Global	At three months and nine months plus following course completion
Outcomes			
Indicators	Source of information	Responsibility	When collected
Awardees are maintaining positive linkages with Australia?	Alumni Development Impact Survey Social Media and Communications	Scope Global	At three months and nine months plus following course completion
Alumni activities impact broadly across their organisations	Case Studies	Scope Global	Variable

Outputs			
Indicators	Source of information	Responsibility	When collected
Course provider understands the entry skills and knowledge of intended participants	Pre-needs analysis and related Component 1 activities	Course Provider	Prior to and at commencement of course
Courses are managed well and meet participant learning needs	Participant satisfaction survey	Scope Global	At conclusion of course
Participants complete good quality relevant training or other activities in support of their Return to Work Plan	Pre-test and post-test assessments	Course Provider	At commencement and conclusion of course
Participants establish networks with Australians	Course Provider sourced	Course provider	At commencement and conclusion of course



12.5 M&E by Scope Global

Scope Global will liaise with the Course Coordinator to arrange a monitoring and evaluation visit toward the end of course delivery in Australia. This will usually involve observation of course activities; review of course program and resources and discussing any operational/contractual matters as appropriate with the awardees and the course provider.

The course evaluation visit at the end of the course will involve, in addition to the above, completion of the student satisfaction survey independent of the course provider; and a group discussion (with no course provider personnel present) with the awardees to get feedback on the quality of course delivery and support services. The date and time will be negotiated with the course provider.

In addition to monitoring visits, Scope Global will communicate regularly with the course provider to discuss and monitor progress, address any issues and make any necessary forward plans or amendments.

13 Short course reporting

13.1 Purpose of this section

This section outlines the reporting requirements for Short Course Awards.

13.2 Responsibilities for reporting

Scope Global is responsible for reporting to the Department of Foreign Affairs and Trade on the management, progress and outcomes of Short Course Awards as part of the Australia Awards South and West Asia Program.

This is done via six monthly and annual reports, as well as the final program completion report. To compile these reports feedback and data is collected from a variety of sources including the course provider.

The course provider is responsible for reporting on the short course through the development of a series of reports throughout the delivery of each short course. These may vary depending on the delivery model adopted for each specific short course but will typically require the production of a report for; Component 1, Component 2 and Component 3. The Component 2 and 3 Completion Reports will include a Financial Report detailing actual expenditure incurred. In the case of reimbursable costs, documentary evidence of payments made may be requested by Scope Global.

13.3 Component 1 Report

Upon the completion of Component 1, the Course Provider is responsible for summarising and reporting on the main findings from the pre-needs survey, online learning component and Return to Workplan consultations. The report will provide details of key findings from the first component – particularly those that have impacted upon the finalisation of sessions / content within the main training activity. The report should include: an overview of the services / resources provided; a review of the online needs assessment; a summary of participant responses to reflective questions; a summary of consultations with participant

supervisors and associated initial Return to Workplan topics; and, links to other resources (webinars) developed. The Course Provider will describe how the results of Component 1 activities have influenced the subsequent finalisation of the design for the main training activities.

13.4 Component 2 - Course completion report

At the completion of the course the course provider is responsible for:

- e) administering assessments of learning and reporting on demonstrated outcomes
- f) organising a debriefing of core personnel
- g) finalising financial payments associated with course delivery and;
- h) preparing the Course Completion Report.

The *Course Completion Report* must be submitted electronically within four weeks of course completion. The body of the report should be no more than 20 pages with annexes including relevant M&E tools and analysis, as well as a CD-ROM or USB stick containing a selection of photos taken during the course. The purpose of this report is to:

- a) provide an overview of the short course
- b) assess achievement of the short course against its intended outputs
- c) describe any issues, constraints and lessons learned, and make recommendations for future short course delivery and;
- d) provide a financial report on short course delivery.

All conclusions drawn in the report must be evidence-based.

13.5 Component 3 - Return to Work Plan Workshop Report

The RWP Workshop Report summarises the successes and challenges short-course Awardees experienced implementing their RWP upon return to their workplace.

An individual summary of each participant’s progress with the implementation of their RWP; a summary of any challenges participants have faced upon implementation; insights participants may have on the short course and its relevance to their working life and; a summary of pre-workshop communication and exercises completed by participants to be included. The report will also provide lessons learned and recommendations. For ease of reference, an attendance list; RWP Workshop timetable and a summary of the satisfaction survey will also be included. As part of the submission of this report, copies of all RWP Workbooks / presentations are to be provided as part of a separate Annex.

The Course Provider will submit a final financial report on short course delivery.

13.6 Course report content – Component 2

Course overview	<ul style="list-style-type: none"> ▪ Description of the course purpose, objectives, learning outcomes, topics and outputs
Awardees and their learning	<ul style="list-style-type: none"> ▪ Change in awardees test scores in pre and post-tests. ▪ Particular individuals or sub-groups who did well.

	<ul style="list-style-type: none"> ▪ Suitability and selection of awardees, including recommendation for future targeted awardees. ▪ Cross-cutting issues including gender and disability. ▪ Progress with the development of Return to Workplans. ▪ Attitude and commitment of awardees. ▪ English language skills within the group. ▪ Any inhibitors or constraints to success. ▪ Relevance of course to the current roles of awardees. ▪ Teaching methods used and assessment of applicability to the group. ▪ The value of site visits and/or practical experiences. ▪ Sessions and approaches that worked well. ▪ Use of interpreter/s and assessment of how this worked.
Course outputs	<ul style="list-style-type: none"> ▪ Description of course outputs. ▪ Assessment of course outputs. ▪ Return to Work Plan - review with participants during the course to further develop capacity to implement and to facilitate monitoring and evaluation of outcomes in workplaces.
Logistics, administration and welfare	<ul style="list-style-type: none"> ▪ Contracting, financing and other pre-activity processes. ▪ Mobilisation/demobilisation of awardees. ▪ Orientation program. ▪ Accommodation and transport arrangements. ▪ Per diems and meals. ▪ Welfare support for awardees and any general issues. ▪ Health care support.
Lessons learned during course delivery	<ul style="list-style-type: none"> ▪ Any lessons learned during the course. ▪ What should be done differently if this course was to be repeated? ▪ How could the course have been improved? ▪ Recommendations for future courses.
Financial report	<ul style="list-style-type: none"> ▪ Expenditure against the original budget, using the budget template as a basis. ▪ Comment on any budget/cost issues.



14 Missing participants in Australia

14.1 Purpose of this section

This section details the approach and procedures to be followed if a participant leaves the group or fails to board scheduled transport in Australia.

14.2 Background and summary

It is possible that a awardees may over-stay their visa or seek asylum in Australia. Any such incident needs to be treated with caution and sensitivity.

14.3 Indications of intention to leave

The course provider or their staff may become aware that a awardees is contemplating leaving the course and not returning to their home country. At this stage, the course provider must immediately inform Scope Global. It may also be appropriate for the course provider to raise the concern with the awardees although this needs to be done with care and tact. It is not appropriate, where such an indication is received or made in confidence, to discuss the situation with other awardees. However, in reality, where a awardees is openly making such plans it is likely that the other awardees will already be aware of the situation.

The most appropriate person to raise the concern with a awardees is the Welfare Officer, who is in a position to be able to provide realistic counsel. Of course, the Welfare Officer may not assist with any such planning, nor should they provide supportive advice or encouragement.

14.4 Dissuading “over-stayers”

Having Awardees over-stay is not in the best interests of the Short Course Awards. We make no apologies for discouraging such over-staying and encouraging all awardees to return to their home country at the conclusion of the course.

Where it becomes clear that such action is being considered, the Welfare Officer should broach the issue with the awardees. This discussion should be in private and treated confidentially. Awardees may be in contact with others from their country already resident in Australia, and in this situation these people may be encouraging the awardees to consider over-staying. The advice that they give may be rather optimistic, in terms of job prospects, permanent residency and accommodation. In the discussion with the awardees, the Welfare Officer may be able to give a more realistic, less ‘rosy’ view.



14.5 Limitations to any action

While it is reasonable for awardees to be given realistic advice in the circumstances above, course providers need to take care to avoid taking any stronger steps to dissuade awardees from such action. Where it is suspected that an awardee intends to leave the course or not return to their home country it is not appropriate to take steps such as holding his/her passport, making or implying threats or denying the awardee their rights in any way.

Where an awardee leaves the course or fails to board a flight, the course provider will not provide any information on this awardee to any person or organisation outside of Scope Global or the Australian Government. This includes providing the name or any details about the awardee (including whereabouts and mobile phone number) to any other party.

14.6 Actions to be taken if an incident occurs

These steps are to be followed by the course provider:

Check on the awardee's whereabouts and safety

It should not be assumed that a missing awardee has 'absconded' – they may have met with an accident, fallen ill or been delayed. The first step is therefore to ask other awardees as to his/her whereabouts and movements. If it is not clear that they have left (e.g. luggage left behind, no indication of intention to leave) then it should be treated as a disappearance and the usual checks of hospitals and a police report made. A call should be made to the awardee's mobile phone to seek information.

Report the incident to Scope Global

This should be done as soon as possible and the incident discussed, as each case will be different and may require a different specific response.

Implement the confidentiality procedure

Do not respond to queries or request for information about the awardees from any party or organisation outside of Australian Government agencies.

Do not issue any further allowances for the missing awardees.

Stay in touch with Scope Global.

15 Budget

15.1 Purpose of this section

This section summarises Short Course Awards policy on the formulation and approval of budgets for short courses.

This statement provides information and guidance relating to standard budget lines. It should be read in conjunction with the *Course Budget* template and the other

Short Course Awards Handbook sections, including: Staffing, Allowances and Travel Costs, Communications and IT, Accommodation and; Interpreting and Translation.

15.2 Introduction

Short Course Awards are funded by the Australian Government. As the Managing Contractor, Scope Global is responsible for the development, management and reporting of the overall Short Course Awards budget. For individual short courses, Scope Global is responsible for budgeting and pays for expenses incurred for pre-departure preparations, domestic travel to the international gateway, international airfares, and transit costs. Travel allowances in Australia and on return to the country of origin are the responsibility of the course provider. Course providers need to budget and pay for all costs from arrival in Australia until departure.

15.3 Budget timing and justification

During contract negotiations the *Course Budget* is submitted to Scope Global along with the *Course Plan*, as the latter document provides details of staffing, travel, course presenters, etc. Please justify the budget lines, especially any additional or unusual items, within the *Course Plan*. Once approved, the *Course Budget* is attached to the Contract between Scope Global and the provider and becomes part of that Contract.

15.4 Fixed and reimbursable costs

The *Course Budget* divides course costs into fixed and reimbursable budget lines. The fixed costs are approved on the basis of the *Course Plan* and, while they are subject to reporting and possible audit, these will not be varied unless through a further budget request or a contract variation. The reimbursable costs are also approved on the basis of the *Course Plan*, however these are more fluid and variable and can be difficult to accurately predict. Payment against the reimbursable budget lines will be for the actual, verified course costs that have been incurred. Providers will need to provide details of these costs when making their final claim. Scope Global may request that receipts or other documentation be attached to this claim for reimbursable expenses. Scope Global may also check these claims through an audit process.

All personnel costs included in both the fixed and reimbursable components of the budget must be aligned to the *Adviser Remuneration Framework*. Premium rates under this framework are not applicable to Short Course Awards.

15.5 Fixed costs detailed

See the *Course Budget* for the standard lines in this category and below related comments/guidance:

- a) **Course Designer** – this line covers all staff costs associated with developing the course, arranging sessions and site visits, preparing the program, developing materials to be used within the course, etc.
- b) **Course Leader** – this line covers the cost of engaging the Course Leader in course delivery management/oversight, presentation and reporting (excluding post-course M&E activities).



- c) **Gender and Social Inclusion Specialist** – this line covers the cost of engaging a GESI Specialist (May be waived if not required within the RFT).
- d) **Course Coordinator** – this line covers the cost of engaging the Course Coordinator in the administration and coordination of the course including pre and post-delivery and reporting.
- e) **Welfare Officer** – this line covers the cost of the engagement of the Welfare Officer. It is expected that the Welfare Officer would have a minimum of one day off a week.
- f) **Other expert presenters** – this line covers the cost of the engagement of expert presenters in course delivery. Details of these expert presenters must be provided in the *Course Plan*. Rates for expert presenters are constrained by the Adviser Remuneration Framework.
- g) **Fixed Management Fee** – the tendered management fee as approved by Scope Global. This includes any “other financial or administrative fees” required to perform the services in accordance with the Contract. These fees must be justified by the course provider and are subject to approval by Scope Global.

15.6 Reimbursable costs detailed

See the *Course Budget* template for the usual lines in this category. Where additional costs are proposed, please insert these into the template. Comments are provided below on specific line items as necessary:

- a) **Interpreters** – this line covers the cost of interpreter/s required for the delivery of short courses. The allocation of interpreting personnel must be aligned to the English language levels of the selected short course awardees. The course provider may be requested to provide services to determine these levels. If necessary due to the English language ability of any of the awardees, all information, instruction and course presentations must be provided in the native language.
- b) **Provision of meals/food during course delivery** – it is recommended that awardees are provided with lunch during course delivery.
- c) **Communications and IT** – refer to *Section 10: Communications and IT*.
- d) **Translation** – if necessary due to the English language ability of any of the awardees, all learning resources and written information provided to awardees will be translated into the native language. This line covers the costs associated with this requirement.
- e) **Awardees accommodation** – refer to *Section 4: Accommodation*; insert additional lines where more than two locations are planned.
- f) **Awardees daily allowance** – refer to *Section 3: Allowance and Travel Costs*.
- g) **Health insurance** – the actual cost of purchasing the OSHC insurance (*refer to Section 5: Health Insurance*).
- h) **In Australia AND in Country travel and transfers** – refer to *Section 3: Allowance and Travel Costs*. Any proposed travel associated with course delivery must be detailed in the *Course Plan* and negotiated with Scope Global according to available funds.



- i) **Training team flights** – in line with head contract requirements the cost of any airfares will be reimbursed at the cost of economy class. Travel must be via the most direct and cost effective route.
- j) **Training team accommodation** – only payable where the team member stays in the same accommodation as the awardees. No payment is made for alternative accommodation.
- k) **Training team per diems** – Per diems are only payable when the provider considers them necessary and appropriate and payment is approved by Scope Global. Per diem rates must be aligned to the current approved Department of Foreign Affairs and Trade travel rates.

15.7 Budget line transfers

Within the negotiated Fixed Costs budget, funds cannot be transferred between budget lines.

In the Reimbursable budget, transfers between lines are possible, but must be approved by Scope Global in advance.

15.8 Reporting requirements

All invoices linked to the achievement of contractual milestones must include a detailed financial report. No standard format is provided for this as different course providers will have different systems and reporting formats. However, a spreadsheet format is preferred to summarise costs against relevant budget lines, both fixed and reimbursable.

The reimbursable expenditure will require more detailed reporting of expenditure against all budget lines, along with comments.

Scope Global may request further detail and evidence of expenditure on any of the reimbursable budget lines

16 Public Diplomacy and Media

16.1 Overview of this Section

Accompanying this section are the separately appended *AASWA Media and Communications Guidelines - Short Course Awards*.

Providers will develop a Communications Plan upon submission of the Course Plan as part of the first set of deliverables each short course.

17 Templates

17.1 Course Plan

General Details of Course				
Course Name				
Activity Number	AN			
Contracted Course Provider				
Dates of Course & Location	C1: C2: C3: Etc...			
Overview of Course	[Please ensure that a distinction is made between in-Country and in-Australia services and activities in each section of this Course Plan.]			
Course Learning Objectives	The course will enable participants to: <ul style="list-style-type: none"> • 			
Personnel and organisations involved in delivery				
Position	Name	Discipline category (A-D)	Job level (1-4)	Proposed daily rate
Course Designer – (mandatory) <i>Usually does pre-course planning and design.</i>				\$
Course Designer 2 <i>Supports Lead Designer (add additional rows as required)</i>				\$
Course Leader (mandatory) <i>Main technical expert/presenter</i>				\$
Gender Equity and Social Inclusion Specialist (mandatory)				

Course Coordinator (mandatory) <i>Responsible for day-to-day administration, logistics & management of course.</i>				\$
Welfare Officer (mandatory for in-Australia) (not required for in-country courses) <i>Native speaker, pref. female.</i>				\$
Interpreter (Only if Required)	TBC			\$
Back-up or second interpreter (optional) <i>Interpreter to share interpreting load or provide back-up interpretation.</i>	TBC			\$
Course Design and Delivery (Other, please add as required)				
Lecturer/s and Specialist presenter/s	Name	Discipline category (A-D)	Job level (1-4)	Proposed daily rate
Presenter 1	TBC			\$
Presenter 2	TBC			\$
Presenter 3	TBC			\$
Program and venues				
Training venue/s	Online – In Australia (Location 1.... Location 2....) In Country (L1.)			
Comments				
Site and organisation visits planned				

Teaching/learning approach	
Summary	
Interactions with Australian organisations	
Assessment approach	
Proposed accreditation	All participants who complete the course will receive a
Public Diplomacy and Media	
Summary of Communications Plan (attached separately)	
Key events identified (name / dates / host)	
Key Communications liaison contact details (for Posts / general media)	
Accommodation and other arrangements	
Participant accommodation	Please name and describe key features of accommodation in both Australian and in country
Meals/food arrangements	<p>Participants will be provided with a per diem, to a maximum of AUD\$82 per day to cover the cost of purchasing meals. A per diem of AUD\$50 / day is available for the in-country component.</p> <p>Where meals are provided during the program, the per diem will be deducted as per the confirmed AASWA calculations.</p>
Orientation arrangements	
Transport arrangements	
Airport transfers	
Daily transport arrangements to training venue	
Interstate travel arrangements (if applicable)	
Recreational travel e.g. bus passes provided	
Insurance coverage (Please indicate whether this cover also applies to consultants)	



Insurer	
Policy level and benefits	
Policy number	
Includes travel/lost luggage insurance?	
Includes medical and emergency evacuation?	
Dates of coverage	
Comments	
Evaluation of course	
Proposed survey of participants	
Ongoing review approach within Course	
Any proposals re follow-up and ongoing support for participants post-course	
Recreational activity plans	
Weekend group trips	
Evening activities	•
Resources provided	
Course Manual	
Access to phones, mobiles	
Computer access 2 Awardees: 1 laptop per awardee to be provided	
Internet & email access	WiFi internet will be available at both the accommodation and the training venue.
Translated resources	
Budget	
	Course budget in format attached separately



Other information or comments	
	N/A
Emergency Contact Information for Course Provider Personnel and Consultants traveling outside of Australia	

17.2 Sample Budget

The structure and content of this budget varies between short courses. A tailored budget template is provided to tenders for each Request for Tender.

ITEM	Units	No.	Cost	Total
PART A: NON-REIMBURSABLE (FIXED) COSTS				
A1 Staffing costs for design of course				
Course Designer - Preparation & materials development (Name)	person days			\$0
Course Designer - Preparation (Add additional personnel with names, if required)	person days			\$0
Course Leader - Preparation (Name)	person days			\$0
Subject Matter Specialists - Preparation	person days			\$0
Sub-total: A1				\$0
A2 Staffing costs for delivery of course				
Course Leader - Training delivery (Name)	person days			\$0
Presenters (preparation and delivery) - Training delivery	person days			\$0
Other Specialist Presenters (or subject matter experts)	person days			\$0
Course reporting - preparation of 10 page report	person days			\$0
Project Director part-time oversight, monitoring & reporting (Name)	person days			\$0
Course Coordinator (full time administration & logistics support) (Name)	person days			\$0
Welfare Officer (Name)	person days			\$0
Other staffing costs (to be detailed in the Course Plan)	person days			\$0
Sub-total: A2				\$0
A3 Fixed Management Fee				
Fixed Management Fee (as per tendered price)	Fixed Fee			\$0
Sub-total: A3				\$0
Total Fixed costs payable to Contractor (Sum of A1, A2 and A3)				\$0
PART B: REIMBURSABLE EXPENSES INCURRED BY CONTRACTOR				
B1: Personnel Costs for Delivery of Course				
Specialist Interpreter 1 - (Main interpreter, full-time for course duration, ARF B4) (Only if required)	days			\$0
Specialist Interpreter 2 - (Back-up interpreter, part-time for course duration, ARF B4) (Only if required)	days			\$0
Specialist Translator - Selected translation of key documents & session reports (Only if required)	lump sum			\$0
Sub-total: B1				\$0

B2: Course Delivery Costs				
Venue hire	days			\$0
Hire of training equipment	days			\$0
Hire of computers for participant use (1 laptop between 2 participants)	units			\$0
Provision of meals, food, lunches and/or dinners during course	lump sum			\$0
Welcome and farewell functions	number			\$0
Social/recreational tours, visits and entrance fees	functions			\$0
Stationery and course materials (e.g. USBs, texts, folders)	units			\$0
Communication - participant SIM Cards	number			\$0
Communication - participant Wi-Fi access (At the training venue)	number			\$0
Communication - participant Wi-Fi access (At the accommodation)	number			\$0
Communications - phone, internet, e-mail, fax	weeks			\$0
Domestic courier and postage	lump sum			\$0
Host agency fees for institutional site visits (Universities, Professional bodies, etc.)	site visits			\$0
Incidental expenses / Contingency	lump sum			\$0
	Sub-total: B2			\$0
B3: Accommodation, per diems, insurance and translation				
Participants' accommodation				
Participant accommodation - location 1	trainee nights			\$0
Participant accommodation - location 2	trainee nights			\$0
Training Team accommodation				
Training team accommodation - location 1	nights			\$0
Training team accommodation - location 2	nights			\$0
Welfare Officer accommodation	nights			\$0
Training team per diems (if necessary & only when away from home and paid separately)	nights		\$82	\$0
Welfare Officer per diem (payable when the welfare officer resides at participant accommodation)	nights		\$82	\$0
Participants' Health Insurance policy				
Cost of Health Insurance policy	participants			\$0
Provision for pre-existing medical conditions not covered by insurance	lump sum			\$0
	Sub-total: B3			\$0
B4: Participants' allowances				
Daily allowance for participants (less meals provided)	trainee days		\$82	\$0
Travel allowance for participants - (1-day only - for time in transit)	trainee days		\$82	\$0

				Sub-total: B4	\$0
B5: In Australia Travel & Transfers					
Bus hire for course related transport including intrastate and interstate & recreational trips	bus trips				\$0
Participant domestic flights	flights				\$0
Delivery team flights	flights (sectors)				\$0
Taxis and other transfer costs	trips				\$0
				Sub-total: B5	\$0
B6: Other costs and expenses (as justified in Course Plan)					
					\$0
				Sub-total: B6	\$0
Total Reimbursable Costs - Contractor (Sum of B1 to B6)					\$0
TOTAL (FIXED AND REIMBURSABLE COSTS)				AUD	\$0
GST				AUD	\$0
TOTAL PAYABLE TO CONTRACTOR (INCLUDING GST)				AUD	\$0

Assumptions:	
Number of Participants	
Number of days participants are in Australia	
Number of Study days	
Number of days pre and post study	
Number of site visits	
Number of social field trips	

Note: All costs entered into the body of the table are exclusive of GST. GST is added at Line 89

Note: the above is a generic template. A course specific template will be provided with each RFT and Scope Global will make this available in Excel format.

