Australia Awards

Australia Awards South Asia & Mongolia

Short Course Handbook

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Acronyms and abbreviations

Term	Meaning
ADIS	Australia Development Impact Survey
AQF	Australian Qualifications Framework
AUD	Australian dollar
AASAM	Australia Awards South Asia & Mongolia
ALA	Applied Learning Activities
CLE	Core Learning Elements
CPDS	Continuing Professional Development Solutions
CPPA	Course Provider Performance Assessment
DFAT	Department of Foreign Affairs and Trade (Australia)
GEDSI	Gender equality, disability and social inclusion
GP	General Practitioner
GST	Goods and services tax
IT	Information technology
LGBTQI	Lesbian, gay, bisexual, transgender, queer or questioning, and intersex
MEL	Monitoring, evaluation and learning
PLA	Preliminary Learning Activities
RFT	Request for Tender
RWP	Return to Work Plan
TBC	To be confirmed
VET	Vocational Education and Training

Palladium personnel

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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.

Australia Awards Short Courses offer the next generation of global leaders an opportunity to undertake short-term study, research and professional development in support of key development and foreign affairs priorities. Short Course opportunities build valuable people-to-people links both within Australia and across the Indo-Pacific region, enabling mid-career professionals and emerging leaders to tap into Australian expertise and to exchange valuable skills and knowledge.

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
- alumni view Australia, Australians and Australian expertise positively.

1.2 Purpose

This Handbook provides guidance for Australia Awards South Asia & Mongolia (AASAM) Short Course Providers to meet the goals and objectives of the Program. Sections of this Handbook are only relevant to Short Courses where the Core Learning Elements (CLE) are being delivered face to face (including in partnership with a local organisation).

The Short Course Handbook is a living document and will be updated to reflect new initiatives and policy changes.

2 Preliminary Learning Activities (PLA)

2.1 Purpose and content of this section

This section details the standard, key activities that are undertaken before the CLE commences. It is important to note that additional pre-course activities may be specified for individual Short Courses.

2.2 Application portal

The Australia Awards – South Asia & Mongolia Online Short Course Awards Registry (OSCAR) is used to collect information from Short Course applicants to determine eligibility and shortlist applicants for DFAT Post's consideration.

The Program Coordinator, Continuous Professional Development Solutions (PC-CPDS) will forward information downloaded from OSCAR to the Course Provider, to assist with shortlisting and/or as the final participant list.

2.3 Participant Needs Assessment

Course Providers are required to conduct a Participant Needs Assessment, to identify any specific Participant needs in advance of the Short Course and to assist with contextualising the course content according to the cohort's needs. This is conducted prior to the PLA, via an online survey, developed by the Provider.

2.4 Pre and Post-Course tests

Course Providers are required to administer both a pre-course and post-course test to measure participants' knowledge acquisition. It is recommended that each test include content-based questions relevant to the course theme, including at least one open-ended question, as well as a participant self-assessment of their confidence and capability.

The pre-course test is administered during the Pre-Learning Assessment (PLA), and the results must be included in the PLA report.

The post-course test is administered at the conclusion of the Course Learning Event (CLE). The results, together with a brief analysis of changes in participant scores and a gender-based breakdown of results, must be included in the CLE report.

Course Providers are responsible for ensuring that all participants complete both the pre-course and post-course tests. It should be noted responses from participants cannot be anonymous, as the Australia Awards team is required to report on Monitoring, Evaluation and Learning (MEL) data.

Provider needs to ensure they use the following template and include in PLA Report

	Gender (M/F/NB)	Score pre-test
Participant 1		
Participant 2		
Participant 3		
Participant 4		
Participant 5		
Participant 6		
Participant 7		
Participant 8		
Participant 9		
Participant 10		
Analysis of results:		

Provider needs to ensure they use the following template and include in CLE Report

	Gender (M/F/NB)	Score pre-test	Score for post-test
Participant 1			
Participant 2			
Participant 3			
Participant 4			
Participant 5			
Participant 6			
Participant 7			
Participant 8			
Participant 9			
Participant 10			
Analysis of combined results			

2.5 Return to Work Plan (RWP) – identifying the topic

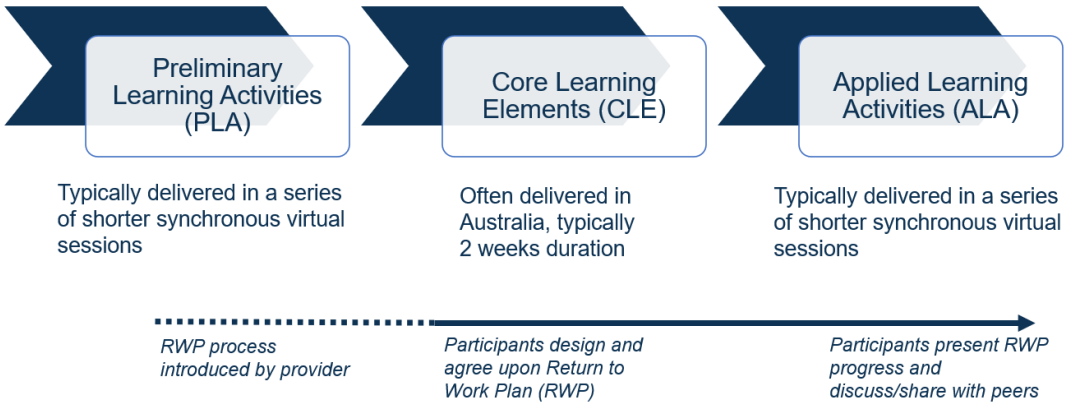
All Australia Awards – South Asia & Mongolia Short Course Participants must complete a RWP unless otherwise specified in the RFT. The RWP is designed to focus each Participant and their immediate supervisor on the outcomes of the Short Course and to encourage integration of the learning outcomes within the workplace. RWPs are initiated as part of the PLA under the guidance of the Course Provider. RWPs typically include a project or set of activities that the Participant can implement within the workplace, with support from their supervisor.

A RWP Workbook template and Guidebook is available on the Program's Extranet; Providers are strongly encouraged to contextualise these documents to meet the specific needs of the Short Course and the Participant cohort.

2.6 Course Outline

The Course Outline provides Participants with a daily overview of all Short Course sessions), including formal networking sessions, social and recreational opportunities. The outline should be considered as a 'living' document to be reviewed and refined in response to Participants' needs or changing circumstances.

Overview of Short courses



Please note each short course is specifically designed and may vary.

2.7 Pre-departure briefing booklet

The PDB is relevant only to courses where the CLE are being delivered in person.

Course Providers must prepare a Pre-departure briefing booklet containing logistical and cultural information to prepare Participants for travel to (and from) Australia, or within the region and to facilitate their integration during the CLE.

The AASAM Country Team will conduct a Pre-Departure briefing (PDB) with Short Course Participants to provide Program level information, finalise travel arrangements, and address any questions emerging from the PDB.

The Pre-Departure booklet should include content listed in SAMPLE PDB CONTENT_Updated.docx and First Nations introduction for predeparture books Short Courses.docx

Providers are required to include the AASAM Program rules and regulations and Social Media sections below early in the Pre-departure briefing booklet and mention the topics again when you hold an arrival briefing for participants. Please use the wording provided below to ensure consistency of messaging across the program.

2.7.1 AASAM Program rules and regulations

Letter of offer

As part of joining the Australia Awards South Asia and Mongolia (AASAM) Short Course you have signed a Letter of Offer contract which outlines rules and regulations you must follow to be a participant on the program.

All participants, staff and partners are responsible for upholding the Code of Conduct and treating everyone with respect, dignity and care.

Everyone must adhere to DFAT's Child Protection and Preventing Sexual Exploitation Abuse and Harassment (PSEAH) Code of Conduct. If you have any concerns, you have an obligation to report them immediately to the following contacts:

Australia Awards Country Office

Phone: [*AASAM will fill*]

Email: [*AASAM will fill*]

Provider contact

[Please fill Name, Title and contact]

Mobile:
Email:

Child protection

DFAT's Child Protection Policy, January 2017 can be found here:

https://www.dfat.gov.au/about-us/publications/pages/child-protection-policy

Preventing Sexual Exploitation Abuse and Harassment Policy (PSEAH)

DFAT's Preventing Sexual Exploitation Abuse and Harassment Policy (PSEAH), April 2019 can be found here:

https://www.dfat.gov.au/international-relations/themes/preventing-sexual-exploitation-abuse-and-harassment/Pages/default

2.7.2 Respectful Social Media Storytelling and Consent

Providers must include a section in the Pre-departure briefing booklet on Respectful Social Media Storytelling and Consent. At a minimum, the section should address the following points:

- Obtaining informed consent before capturing, recording, sharing, or tagging individuals.
- Respecting the preferences of individuals who do not wish to be featured or identified.
- Considering the context, interpretation, and potential impacts of sharing images, stories, or other content.
- Upholding privacy, dignity, and ethical engagement in all forms of communication and storytelling.

You may mention your institutions' social media accounts here (if you have).

3 Allowances and travel

This section is relevant only to courses where the CLE are being delivered in person.

3.1 Purpose of this section

Australia Awards Short Courses are funded by the Australian Government through DFAT. Allowances for Participants are based on DFAT Short Course guidelines and limits, and restrictions are set on what is paid. This section clarifies payment responsibilities and sets amounts to be paid.

3.2 Visas, international travel and home-to-international-airport costs

The AASAM Country Program Manager is responsible for liaising with the partner government/organisation to arrange Participants' visas and pre-departure health checks. Similarly, the Australia Awards office in each country arranges the booking and payment of Participants' international travel. International travel and mobilisation are arranged by the AASAM team. Participants are required to fly on AASAM organised flights and stay within the course 'home base' / 'home city' throughout their time in Australia.

3.3 Participants' travel costs in Australia/in Region

Domestic travel costs in Australia or the region incurred as part of the Short Course are funded through Australia Awards. Unless otherwise advised, the Course Provider is responsible for organising and procuring this travel, where specified as part of the approved Course Outline. Australia Awards does not provide funds to Short Course Participants for personal or reunion travel.

Participants are expected to remain on-site for the entire duration whilst in Australia/in Region. Interstate travel for personal reasons , including over weekends, will not be allowed

Please note that dependents (adults and children) are not permitted to travel with participants, even with employer approval. .Any requests of this nature should immediately be referred to the AASAM CPDS team.

3.4 Participants' allowances in Australia

All Participants are paid an allowance (per diem) of up to **AUD$100 per day** during their time in Australia. Allowances are paid weekly in advance by the Course Provider. The total allowance is calculated on the basis of 'number of nights in Australia plus one' (to allow for return travel). The per diem covers meals not provided by the Course Provider (see below), incidentals, phone calls, etc. No additional allowances will be provided.

The exact amount of the per diem 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, the standard rate is adjusted as follows:

- Breakfast provided: Deduct 21% from the allowance
- Lunch provided: Deduct 24% from the allowance
- Dinner provided: Deduct 40% from the allowance.

Ideally Participants should be provided with lunch during course delivery and make their own arrangements for breakfast and dinner and on weekends.

Participants should be advised of the per diem amount and the frequency of payment, but not the calculation method.

When a Short Course is to be partially delivered within South Asia and Mongolia, Course Providers will be advised of the relevant per-diem rate as part of the contract negotiation process.

Providers may choose to use a gift card product in order to distribute allowances. In doing so it is the Providers' responsibility to not only very clearly brief participants in advance and upon distribution about any restrictions and terms of use (which may include restrictions for cards to be used in particular locations or stores, not withdraw cash and may not be able to be used overseas) but also if cards are damaged or lost.

4 Accommodation

4.1 Purpose of this section

This section details the policy on the standard of accommodation provided for Short Course Participants. If a Course Provider wishes to deviate from this policy or is unable to meet the standards (due to course location, for example), the matter must be discussed with the Manager or Program Coordinator, CPDS, during contract negotiations.

4.2 Standard and type of accommodation in Australia

Apartments with cooking facilities are the preferred style of accommodation.

The standard is as follows[1]:

- apartment accommodation with two bedrooms and a fully equipped kitchen
- four stars rated wherever available and within budget
- separate bathrooms wherever available and within budget.

4.3 Sharing requirement

Short Course Participants are required to share accommodation with one other person however they will each have their own room in apartment style accommodation. This must be managed by the Provider in a sensitive manner, particularly when allocating rooms. This is especially the case for female Participants, who may wish to be grouped in adjacent rooms.

It is not acceptable to place three Participants in one apartment unless there are three bedrooms and multiple bathrooms. There may occasionally be acceptable reasons for allocating a Participant to a single room (for example health/medical considerations or gender imbalance).

Alternative arrangements will not be accommodated. Providers should request such requests to CPDS.

Additional considerations may be required, for example to mitigate the spread of Infectious diseases in times of peak infection. These requirements will be discussed on a case-by-case basis and agreed as part of the contract negotiation process.

4.4 Location of accommodation

Course Providers must exercise judgement when choosing the location of accommodation. Factors to be considered include:

- distance to training venue, especially where Participants are required to make their own way to the training venue
- proximity to city centre, shops, public facilities and food outlets.

Course Providers should brief Participants and ensure the accommodation venue supplies information to Participants about any venue-specific rules, policies and procedures; the range of accommodation services; and surrounding facilities. This should include:

- fire and emergency evacuation procedures (including personal costs incurred in the event of an alarm being activated)

- use of apartment equipment, including advice on safety switches (e.g. on hotplates)
- use of shared accommodation facilities (e.g. fitness centres)
- location of nearby shops and public facilities
- acceptable cultural behaviour
- safety and security
- rules on smoking: Participants must not smoke inside or around the accommodation premises
- Accommodation arrangements: Participants are required to stay in the designated accommodation provided by Course Providers and must not invite or bring other individuals into the accommodation at any time.
- Participants must stay at the arranged accommodation and are not permitted to stay with family or friends.
- Extended stays before or after the SC are not permitted. Any such requests should be escalated to the AASAM CPDS team immediately.
- To minimise the risk of accidents and injuries, participants are requested **not to use e-scooters** during their stay in Australia.

These measures help maintain a safe, respectful, and comfortable environment for all. Course Providers should clearly communicate these expectations with participants and monitor compliance throughout the course duration. Non-compliance may result in disciplinary action or removal from the course.

5 Travel and health insurance

5.1 Purpose of this section

This section provides guidance to Course Providers on Participants' health insurance requirements. AASAM is required to implement consistent policy arrangements across Short Courses and to ensure adherence to the host country's immigration requirements.

Section 6 of this Handbook deals with medical treatment assistance and outlines the level of service required from Course Providers to support any Participant requiring medical attention while in Australia or in the region.

5.2 Short Courses held in Australia

The Australian Government (through the Department of Home Affairs) requires all holders of a Student or Visitor Visa originating from South Asia and Mongolia to maintain health cover during their stay in Australia.

5.3 Insurance organisation

In most cases, Short Course Participants will have their health and travel insurance covered under the Palladium corporate insurance policy. As part of the Pre-departure Briefing, the Australia Awards Country Office will brief Participants on the following:

- insurance policy benefits and exclusions.
- the participant may need to contribute to medical expenses where gap fees apply
- the claims process and timing of the reimbursement of expenses
- Course Providers will be provided with contact details of the insurer and the scope of cover.

The Provider is responsible for briefing Participants on:

- procedures should Participants fall ill while in Australia (e.g. contact the Welfare Officer in the first instance)
- 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.

5.4 Short Courses held in the region

When a Short Course is to be partially delivered within the South Asia region or Mongolia, Course Providers will be advised of the relevant visa and insurance arrangements as part of the contract negotiation process.

6 Medical treatment assistance

6.1 Purpose of this section

This section outlines the Program's s expectations of the level of support Course Providers must provide to facilitate Participants' medical treatment. It should be read in conjunction with Section 5 on health insurance.

6.2 Background

Factors which Course Providers need to consider when determining the appropriate level of support to provide in facilitating health care service provision include:

- Australia has a high reputation in health care and Participants may understandably want to take advantage of Australian health services.
- The Palladium health insurance policy excludes coverage for pre-existing medical conditions.

6.3 Welfare Officer

All Course Providers must have a Welfare Officer as part of their delivery team. The Welfare Officer is the key person involved in supporting Participants who require pastoral care, including but not limited to, medical, wellbeing, or emergency assistance.

The Welfare Officer is required to:

- make arrangements for any Participant who is unwell to attend a general practice, psychological services, or a suitable clinic (e.g. university health centre)
- attend the clinic with the Participant, supporting interpretation or arranging an interpreter (if requested by the Participant)
- explain the payment system and health insurance coverage applicable to the Participant
- assist the Participant to purchase prescribed medication from a local pharmacy
- ensure the Participant fully understands the dosage and frequency of any medication
- support and monitor the Participant while they are ill or under treatment
- keep the Course Coordinator informed of the situation, while maintaining Participant privacy.

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

6.4 Record-keeping and reporting

The Welfare Officer must keep a written record of any health-related issues or medical assistance provided to Participants. The Welfare Officer must report any serious illness, accident or hospital admission to the Course Coordinator within 24 hours, via phone or email. The Course Coordinator must advise the Manager, Continuing Professional Development Solutions as soon as possible and within a maximum of 24 hours.

7 Staffing

7.1 Purpose of this section

This section outlines staffing requirements for Course Providers to effectively deliver quality Short Courses and provides Terms of Reference for core delivery personnel.

7.2 Summary of mandatory staffing

The **minimum** staff are:

- Course Designer: leads the design of the Short Course (may also be the Course Leader)
- Course Leader: leads the delivery team and is the primary technical facilitator
- Gender Equality, Disability and Social Inclusion (GEDSI) Specialist: leads the development and integration of GEDSI within course design and delivery.
- Course Coordinator: manages administration, logistics, program scheduling (also assumes responsibility for welfare when indicated for in-country delivery)
- Welfare Officer: supports Participants' welfare, health and recreation needs (for in Australia delivery and/or in person regional delivery if specifically stated in the tender documents). Ideally the role will be undertaken by a female, who has cultural and language awareness however of most importance is the strong ability to manage welfare related issues and confidently communicate to and coordinate the movements of a large group.
- Interpreter/s: the need for these services will be either listed in the request for tender documents or discussed during contract negotiations with the preferred provider. Two interpreters may be nominated, particularly if simultaneous interpretation is required. The Service Agreement will specify the individuals allocated to each of the above roles, as confirmed through contract negotiations with the selected Provider. Any proposed changes to core personnel must to be discussed and agreed between the parties. At a minimum, a CV in the required format per the RFT documents and justification for the change will be required as supporting evidence when proposing a replacement.

7.3 Course Designer

Responsibilities

The Course Designer:

- designs the Short Course learning program and course outline to enable the achievement of the Program outcome.
- designs the course objectives and desired learning outcomes, including how gender equality, disability and social inclusion will be integrated into the course content.
- tailors the course design to align with the individual work contexts and individual needs of participants.
- designs the course using an action-based learning approach.
- effectively addresses key risks and mitigates/manages realised risks during the design of the course.

7.4 Course Leader

Responsibilities

The Course Leader:

- leads the Short Course on behalf of the Course Provider and ensures the course is delivered according to the Scope of Services
- manages the delivery of a flexible and experiential program of teaching, learning and site visits in accordance with the Participant profiles and Short Course requirements
- manages all support staff involved in course delivery (e.g. Course Coordinator, Interpreters, Translators, etc.)
- conducts course sessions, supervises and coordinates inputs from other presenters and organisations, and makes final decisions about the Course Program to ensure the course can adapt to Participant profiles
- ensures 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
- leads the assessment and M&E of Participants during course delivery and the subsequent compilation of Program reports.

Qualifications and experience

- 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 Equality, Disability and Social Inclusion (GEDSI) Specialist

Responsibilities

The GEDSI Specialist:

- works with the Course Leader and Course Designers to incorporate GEDSI into course design and delivery
- leads the development and delivery of specialist GEDSI sessions
- liaises with specialist presenters to ensure GEDSI is included appropriately in session content / site visit presentations
- supports Participants to incorporate GEDSI into their RWP in ways that are practical and contextually localised.

Qualifications and experience

Relevant qualifications in GEDSI, international development, education, social work, and/or humanities

- Expertise in gender equality, disability and social inclusion within an international development context
- Application of GEDSI learning approaches within adult learning / executive training activities
- knowledge and understanding of GEDSI issues as they relate to the subject matter of the Short Course within South Asia and/or Mongolia.

7.6 Course Coordinator

Responsibilities

The Course Coordinator:

- Is the principal point of contact between the Course Provider and the Program and is responsible for quality assuring all deliverables prior to submission to the Program
- works with the Course Leader to coordinate the successful preparation of the course content including pre-departure materials and an orientation program, and the arrival and return to their home country of Participants,
- organises and liaises with service providers to ensure appropriate provision of in-Australia transport, accommodation, site visits, recreational activities and training venues for Participants for the duration of their stay in Australia
- acts as key liaison point for Participants on all administrative and logistical issues, including course provision and pastoral care services
- coordinates all financial administration tasks, including payment of per diems, service provider invoices, etc., and keeping accurate financial records
- provides administration support to the course design and delivery teams
- travels in-country/region when specified in the RFT / course design documents.

Qualifications and experience

- Qualification in administration or other relevant field is highly preferable
- High level administration/coordination experience
- Excellent interpersonal communication skills
- Experience in education administration, particularly Australia Award Short Courses, is highly preferable
- Experience working with international beneficiaries is highly preferable.

7.7 Welfare Officer

Responsibilities

The Welfare Officer:

- monitors and provides general welfare support for Participants, including providing orientation support and advice on any issues encountered, accompanying group on all site visits and supporting recreational trips
- monitors and provides specific health and wellbeing-related welfare support for Participants, including explaining Australian/regional health care requirements and confirming the medical insurance policy and exclusions.
- accompanying individuals to any medical appointments
- monitors and provides support to female Participants in particular, including taking any opportunities to enrich the female Participants' experience while in Australia
- acts as the key liaison between the Participant group and the course delivery team
- assists the Course Coordinator as required, particularly with Participants' arrival and departure, and organising activities, site visits and recreational activities

- provides interpreting support in the absence of the official Interpreter during medical appointments if requested or arranges an official Interpreter if required, out-of-hours activities and recreational activities (but must not be used as an interpreter during formal course sessions).

Qualifications and experience

- Qualification in administration, social services, human resources or social sciences (or equivalent work experience) is preferable
- Experience in a welfare/social services or group coordination is required
- Fluency in English and the language of the Participants home country
- Excellent interpersonal communication skills
- Strong understanding of Australian systems and culture
- Strong understanding of the Participants culture and cross-cultural issues. Native country background is highly beneficial.

8 Interpreting and translation

8.1 Purpose of this section

This section outlines the policy and provides guidance for Short Course Providers on the requirements for interpreting and translation services for Short Courses. The policy and guidance apply to all courses where the Participants' level of English proficiency is below the standard needed to meet the requirements of the Short Course.

8.2 Interpreter qualifications

If required, the interpreter for a Short Course must be a **professionally qualified and certified** interpreter with the National Accreditation Authority for Translators and Interpreters (NAATI) 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.

Note that the Welfare Officer is not to be considered a second interpreter for training delivery. The Welfare Officer may provide interpreting support during social activities, on weekends or after hours, at doctor visits, etc., but should not be expected to relieve the interpreter. It is also not appropriate for the Welfare Officer to translate resources.

8.3 Payment and management for interpreters

Interpreters are paid according to years of experience as an interpreter.

The interpreter will usually stay with the group throughout the course and travel with them as required. Therefore, any travel and associated costs will be covered under the delivery costs. The payment of per diems for an interpreter is a matter for each Course Provider to determine. Where a per diem is paid, then the maximum rate is as prescribed by DFAT for the location within Australia for actual days worked.

It is recommended that interpreter/s meet with the Course Leader to discuss course content, terminology and specific technical terms/meaning before course delivery each day. To assist interpreter/s to prepare, Australia Awards will pay for up to two extra days' preparation time.

9 Gender Equality, Disability and Social Inclusion (GEDSI)

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 Courses. The inclusion of GEDSI in Short Courses ensures Participants understand how they can promote inclusion, equity and fairness in their professional and personal lives. The Australian Government identifies gender equality as a critical cross-cutting theme across the Australian Aid program. Australia's International Gender Equality Strategy reaffirms the centrality of Australia's commitment to gender equality and advancing the human rights of women and girls.

The strategy establishes five priorities that guide DFAT's work on gender equality:

- Working to end sexual and gender-based violence and advance and protect women's sexual and reproductive health and rights.
- Pursue gender responsive peace and security efforts.
- Deliver gender equitable climate action and humanitarian assistance.
- Promote women's economic equality and inclusive trade.
- Support locally led approaches to women's leadership.

Practical approaches to promoting women as leaders and active participants in decision-making will be explored throughout this Short Course. Gender-sensitive perspectives will complement relevant theory through the development of individualised RWPs. Consideration of the needs of those from traditionally marginalised groups, including people with disabilities, will also be included.

9.1 Recognition of Australia's Aboriginal and Torres Strait Islander people

The program must include a Welcome to Country by a recognised and respected Aboriginal elder or leader.

The Traditional Owners of the Land on which activities are being held will be acknowledged throughout the Course.

It is recommended that the weekend program incorporate a cultural activity/visit providing an opportunity for Participants to learn about Aboriginal and Torres Strait Islander people's culture and traditions. For online delivery Providers are encouraged to find ways to conduct virtual tours or provide other opportunities for Participants to learn from Australia's First Nations people.

Where possible, efforts should be made to procure services from Aboriginal and Torres Strait Islander owned businesses.

9.2 Disability Equity and Rights

Australia's approach to disability equity and rights is guided by a commitment to partnership, respect, listening and learning. We believe the voices, needs and aspirations of people with disability should be at the centre of everything we do, and we are strongly committed to leaving no one behind. Through Australia's International Disability Equity and Rights Strategy, our approach to advancing equity to transform lives is underpinned by five key concepts:

- Supporting local leadership and decision-making: advancing equity and rights for people with disability requires strong leadership and commitment at the local level. We are committed to

supporting and empowering partner governments to implement their own solutions, take accountability and exercise sovereignty over their development trajectories.

- Working in partnership: disability equity and rights can only be achieved through strong collaborations. Australia will champion disability rights as a cross-cutting issue at international forums including the UN, the Association of Southeast Asian Nations (ASEAN), the Pacific Islands Forum and the Commonwealth, and will promote coalitions that advance equity and rights
- Do no harm: we will maintain a zero-tolerance approach to exploitation and abuse, ensuring robust accessible reporting and accountability mechanisms are in place for all Australia Awards Short Courses.
- Leave no one behind: at its core UN's 2030 Agenda for Sustainable Development is the pledge to leave no one behind – including people with disability – in efforts to achieve the Sustainable Development Goals (SDGs). Australia is a strong supporter of the SDGs and is committed to ensuring people with disability are not left behind as the world develops.
- Twin-track efforts: supporting both targeted and mainstream approaches to disability equity.

Course Providers will make reasonable adjustments to allow Participants with disability to participate in Australia Awards Short Courses on an equal basis. Australian legislation regarding disability support and reasonable adjustments related to academic support applies.

Reasonable adjustments are required and a provider is required to make to ensure students with disability can meet the academic standards of their course of study and participate on the same basis as students without 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.

Course Providers must respond to the adjustments and accommodations determined by the Participant and the Program. If a Participant with disability is selected for a Short Course, the Course Provider and the Program will follow the Short Course Disability, Access and Inclusion Process. This process, along with its accompanying documents, can be viewed in the Australia Awards South Asia & Mongolia Extranet, to which Course Providers will be given access to at the start of a Short Course.

To ensure appropriate reasonable adjustments have been made the Program may ask the Course Provider to verify that they have considered the following:

- airport transfers and domestic travel
- accommodation
- daily transport between accommodation and course location
- support for indoor access, i.e. building and classroom access, etc.
- support to enable mobility outdoors, e.g. getting around campus / city / public transport
- support for Participant's communication needs to maximise participation
- accessibility of the learning platform used by the Course Provider (adhering to web accessibility standards)
- support for Participants to undertake daily activities
- support for psychological and mental health and wellbeing, where appropriate
- regular interaction with the Course Provider's dedicated Welfare Officer.

10 AASAM rules and regulations

Participants have signed a Letter of Offer contract in order to be accepted in the Program which outlines rules and regulations they must follow. All participants, staff and partners are responsible for upholding the Code of Conduct and treating everyone, with respect, dignity and care.

Everyone must adhere to DFAT's Child Protection and Preventing Sexual Exploitation Abuse and Harassment (PSEAH) Code of Conduct. If participants or provider staff members have any concerns, you must report them immediately to the CPDS team who will liaise with DFAT to file any reports as necessary. Providers should be familiar with the details of DFAT policies and what must be reported to AASAM.

Child protection

DFAT's Child Protection Policy, January 2017 can be found here:

https://www.dfat.gov.au/about-us/publications/pages/child-protection-policy

Preventing Sexual Exploitation Abuse and Harassment Policy (PSEAH)

DFAT's Preventing Sexual Exploitation Abuse and Harassment Policy (PSEAH), April 2019 can be found here:

https://www.dfat.gov.au/international-relations/themes/preventing-sexual-exploitation-abuse-and-harassment/Pages/default

11 Orientation program

11.1 Purpose of this section

This section outlines objectives and requirements for the successful orientation of Participants in Australia/region and provides guidance on content, activities and scheduling.

11.2 Objectives of the orientation

The objectives of the orientation program are that Participants:

- are 'settled in' to their accommodation
- understand relevant policies and procedures
- know how to access academic and welfare support
- are informed of recreational activities
- can further their cross-cultural understanding of the Australian/regional context.

11.3 Mandatory orientation content

The orientation program should cover the following key areas:

- **introduction to the Course Provider team** and explanation of their roles and responsibilities
- **course** venues, facilities
- **expectations for** attendance and behaviours
- **per diem** amounts, payment method, any restrictions and intended use (as outlined in the PDB booklet)
- **accommodation** rules and policies, security arrangements and considerations, evacuation procedures in case of fire and emergency, use of shared facilities
- **local orientation**, including nearby shops and public facilities
- course-related and local **transport**, including pick-up points, payment methods, schedules and to/from the course venue
- **Infectious disease** reporting/notification, and accommodation
- **communications and IT**, including (for example) SIM cards and credit, international phone cards, use of laptops, and internet and email access
- outline of **academic and welfare support** mechanisms available (e.g. medical assistance, out of hours support, etc.)
- planned cultural and **recreational activities**, including schedule, coordination and mandatory participation requirements as part of the program
- **Australian/regional cultural norms and acceptable behaviour**, cross-cultural communication and basic slang/colloquialisms.

11.4 Suggested activities

Some suggested activities for the orientation program are:

- 'getting to know you' activities with the Course Provider team

- interactive tour of the local area
- local transport excursion
- cross-cultural communication case studies.

11.5 Scheduling of the orientation program

The orientation program should begin within 24 hours of Participants' arrival in Australia/the region.

11.6 Evaluation of the orientation program

The CLE evaluation should include an assessment of the orientation program, encouraging Participants to assess and reflect on the effectiveness and usefulness of the program in preparing them for Australia/the regional delivery location.

11.7 Delivery of virtual course components

Many South Asian and Mongolian Participants may not have undertaken a wholly online course before and therefore will be engaging with a new way of learning, as well as new technical content.

A balance needs to be struck in course design between pre-recorded content, which is inherently less interactive and spontaneous, and 'live' sessions, which, if too frequent, would disproportionately disadvantage those facing connectivity issues.

Strategies for Providers to consider include:

1. Covering less content in the designated course timeframe to provide additional time for Participants to consolidate and reflect on their knowledge before moving on to the next topic.
2. Staging the release of content incrementally may also help engagement
3. Increased engagement with supervisors may increase the prospects of Participants' course obligations being recognised by their supervisors and assist them to understand the importance of releasing their staff from regular duties during the course
4. More 'live' content could be delivered and recorded for Participants who are unable to attend, as opposed to the development of pre-recorded content. More one-on-one coaching can be substituted for pre-recorded content.
5. Creating virtual networking opportunities for Participants to build linkages with Australian counterparts. For example, Participants 'pitch' their Return-to-Work Plans to aligned counterparts during small break-out sessions, providing counterparts with the opportunity to ask questions and build rapport.
6. Sessions which allow Participants to engage with and learn from one another, for example through group work activities

12 IT and Communications

12.1 Purpose of this section

This section outlines policies and requirements regarding Participants' phone use and computer and internet access.

12.2 Mobile phone use

Participants will be advised to bring their own mobile phone. Course Providers are to provide Participants with a pre-paid mobile phone SIM card on arrival (maximum $30 pre-loaded credit per SIM).

Course Providers are to brief Participants on:

- all relevant local and international call and usage charges
- how to purchase new and/or re-charge their phone credit
- how to purchase and use phone cards for international calls to minimise costs associated with contacting relatives.
- 4 or 5G networks only in Australia. 3G phones will not be operational

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 Participants only have access to landline phones that are 'pay as you go'.

12.3 Computer access

It is a requirement that Short Course Participants have access to a computer during the Short Course. This computer may be a laptop or tablet. The Participant Needs Assessment should confirm which Participants will bring their own devices.

For the online components of Short Courses, it is essential that Participants have access to their own laptop and data. If the Participant Needs Assessment finds there are Participants who cannot meet these requirements, the Course Provider will work with the Australia Awards team to make appropriate arrangements.

12.4 Internet access

Participants must be provided with internet access for study and personal use. If there is no internet connection included in the room charge at the accommodation, or easily available at the campus in which the course is to be delivered, then Course Providers must supply prepaid internet access (one per apartment). Course Providers must explain to Participants how to access the internet and any charges that will apply.

13 Budget

13.1 Purpose of this section

This section summarises the Program's policy on approval of budgets for Short Courses.

It should be read in conjunction with Section 3 (Allowances and travel); Section 4 (Accommodation); Section 7 (Staffing); Section 8 (Interpreting and translation) and Allowances and travel

13.2 Budget timing and justification

During contract negotiations, the Course Provider must submit the Course Budget to the Program. Once approved, the Course Budget is attached to the contract between the Program and the Course Provider and becomes part of that contract.

13.3 Fixed and reimbursable costs

The Course Budget divides course costs into fixed and reimbursable budget lines.

The fixed costs are agreed at contract negotiation and usually divided into a series of milestone payments. They are subject to reporting and possible audit and will not be varied unless through a further budget request or a contract variation. Payment of fixed costs is usually tied to approval of deliverables at each milestone.

The reimbursable budget is set at contract negotiation stage and payment against the reimbursable budget lines will be for the actual, verified course costs that have been incurred. Course Providers must provide detailed evidence of these costs when submitting their financial acquittal report at each milestone. The Program may also check these claims through an audit process.

13.4 Budget line transfers

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

In the Reimbursable budget, funds can be transferred between budget lines, but only if approved by the Program in advance.

13.5 Reporting requirements

All invoices linked to the achievement of contractual milestones must include a detailed financial acquittal report. AASAM recognises that Providers have their own financial systems and reporting processes however the Program provides a standard financial acquittal report template for use which is strongly preferred. Financial acquittals must be submitted in a live editable excel spreadsheet format summarising costs against relevant budget lines, both fixed and reimbursable and a forecast of expected expenditure for any remaining milestones.

The reimbursable expenditure in particular requires detailed reporting against all budget lines, along with comments. Each supporting proof of purchase receipt/invoice submitted must be clearly labelled to correspond to the relevant item within the budget line. If there are multiple charges against a budget line, the individual items must be listed and calculated within the comments. A statutory declaration is required for any missing receipts.

The Program requires a valid tax invoice for **every** transaction regardless of amount as evidence of expenditure on reimbursable budget lines.

14 Short Course Monitoring, Evaluation and Learning (MEL)

14.1 Purpose of this section

This section outlines the expected outputs and outcomes of Short Courses as part of the broader Australia Awards South Asia & Mongolia Program. It also describes the monitoring and evaluation (M&E) frameworks and tools that Course Providers should use to monitor progress and evaluate the outputs of Short Courses.

14.2 M&E Framework

The Program has developed an M&E framework for all Short Courses. It is aligned (very broadly) with Levels 1 and 2 of the Kirkpatrick Evaluation Framework for use by Providers of Short Courses, Level 3 for Providers and the AASAM Program team, and Level 4 for the AASAM Program team; it is based on four sequential levels of evaluation:

- **Level 1 – Reaction:** to what degree Participants react favourably to the training.
- **Level 2 – Learning:** to what degree Participants acquire the intended knowledge, skills, attributes, confidence and commitment based on their participation in the training.
- **Level 3 – Behaviour:** to what degree Participants are applying the CLE of the training when they are back on the job, three months (or more) after training.
- **Level 4 – Results:** to what degree are Program Intermediate and Long-Term Outcomes achieved as a result of the training event and any subsequent reinforcement.

The Course Provider is responsible for M&E of Levels 1, 2 and 3 but it is important also for Providers to be aware of how these levels fit into the Australian Government's commitment to sustainable development. The RFT for each Short Course will specify how the Course Provider must approach M&E for the elements for which they are responsible.

14.3 Short Course outputs and outcomes

The Course Provider must monitor, evaluate and report against the following outputs (Levels 1, 2 and 3 only).

Outputs	
Kirkpatrick level 1	▪ Courses are managed well and meet Participant learning needs
Kirkpatrick level 2	▪ 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 3 & 4	▪ Participants/Alumni develop new policies and implement new practices in their organisation/development sector
Kirkpatrick level 4	▪ Alumni activities have a positive impact within their organisation
	▪ The Australian Government Australia Awards Program receives increased public visibility

14.4 Short Course indicators and data collection

Each Australia Awards – South Asia & Mongolia indicator contributes to one or more of the following **Guiding Evaluation Questions,** which are aligned with those in the AASAM MEL Plan:

Question	**Quality Criterion**
1. How has promotion and selection achieved a pool of diverse, high calibre, eligible applicants and awardees? 2. How well prepared were awardees for their Short Course?	Effectiveness
3. How well aligned is *the Short Course* to DFAT's and country-priority areas?	Relevance
4. How effectively did *the Short Course* support Participants during their Australia Awards experience? 5. To what extent did Participants have a positive experience? 5.b What factors contributed to that?	Effectiveness
6. How are alumni using their new skills, knowledge and networks to contribute to development?	Effectiveness Sustainability
7. What strategies and modalities are contributing to Australia Awards awardees developing and maintaining links?	Effectiveness
8. How are alumni contributing to cooperation between Australia and Program countries?	Effectiveness

Question	Quality Criterion
9. How well is the participation of women, LGBTQI+ people, people with a disability, and other marginalised people, included in *the Short Course*? 10. How well has the Program ensured the minimisation and avoidance of harm? 11. How equitably are the benefits of *the Short Course* being experienced across different participants?	Gender equality, disability and social inclusion
12. To what extent is the Program supporting women's participation in a range of development sectors and supporting them to increasingly play leadership roles?	GEDSI
13. How well has *the Short Course* delivered outputs in accordance with agreed timelines?	Efficiency
14. How has *the Short Course* worked to ensure value for money?	Efficiency

Short Course Providers should consider these evaluation questions and seek to respond to them (if relevant) in their reporting and reflections.

The AASAM Program also monitors implementation with reference to a set of performance and descriptive indicators. Within this system there are 8 indicators relevant to Short Courses, as shown below:

Indicator	Means of Verification	Performance Indicator	Descriptive Indicator	Lead responsibility for data
Short Courses				
1. Number of Short Courses completed in reporting period	Short Course database		X	CPDS Team/ Country teams
2. Number of Short Courses currently in progress	Short Course database		X	CPDS Team/ Country teams
3. Number and percentage (compared to total applications) of Short Course applications from vulnerable groups[2]	Short Course database		X	CPDS Team/ Country teams
4. Number of Short Course Awards offered, disaggregated by country-specific priority	Short Course database		X	CPDS Team/ Country teams
5. Number and percentage of Short Course recipients from vulnerable groups	Short Course database		X	CPDS Team/ Country teams
6. Number and percentage of Short Course recipients successfully completing course	Short Course database		X	CPDS Team/ Country teams
7. Percentage of Short Course recipients satisfied with course	CLE Participant Satisfaction Survey	X		CPDS Team
8. Percentage of Short Course recipients with increased knowledge and skills	Short Course Reports	x		Short Course Providers
9. Costs of Short Courses	NAV		X	Program Finance Team/ CPDS Team
10. Percentage of Short Course alumni who report examples of using skills 6-12 months after return	ADIS	X		MEL Team
11. Percentage of Short Course alumni who report positive perceptions of Australia 6-12 months return	ADIS	X		MEL Team
12. Number and percentage of Short Course alumni reporting that they have drawn on links established through Australia Awards	ADIS		X	MEL Team
13. Number and percentage of Short Course alumni providing examples of contributing to collaborations with Australians or Australian organisations	ADIS		X	MEL Team

14.5 M&E by the Program

The Program will liaise with the Provider's Course Coordinator to arrange an M&E visit (where possible) and/or online participation towards the end of each Short Course. In addition to monitoring visits (or online participation by the MEL Team or the CPDS Team), the Program will communicate regularly with the Course Provider to discuss and monitor progress, address any issues, and make any necessary plans or amendments.

A core element in the Program's M&E framework is the Participant Survey. It is conducted with all Short Course Participants at the end of the Core Learning Elements.

14.6 M&E by Course Provider

On or before day one, the Course Provider will administer a pre-course test. A post-course test will be administered on the final day of the Core Learning Elements. Pre- and post-course testing is aimed at assessing the knowledge gained by participants during the course. An analysis of the test will be shared in the CLE report or the ALA report.

The pre- and post-test data must provide an assessment of the number of Participants who have demonstrated the required skills and knowledge increase. The provider should include Gender, pre-test score, post-test score, whether increased the score or not and the difference of pre- and post-test.

You can refer to Annex 5 of AASAM report template_PLA.docx and AASAM report template_CLE.docx.

When you guide participants, ensure to complete both pre- and post- test.

14.7 Monitoring adherence to Program GEDSI Approach and Action Plan

The Program's GEDSI Approach and Action Plan supports the overall goal and long-term outcomes of the Australia Awards – South Asia & Mongolia Program and meets the requirements and expectations set out in the Australia Awards – South Asia & Mongolia design document, specifically supporting the principles of 'do no harm' and access and inclusiveness.

All Monitoring and Evaluation of Short Course delivery will assess the extent to which the course meets the four GEDSI Strategy objectives, namely:

- to enable all to participate, contribute and benefit fairly and equitably, particularly focusing on people who experience intersecting forms of marginalisation and exclusion
- to strengthen the awareness and knowledge of participants and staff about social exclusion issues and inclusion strategies, through professional learning opportunities and Program communication
- to improve the capacity and commitment to applying inclusive and non-discriminatory practices throughout the Program
- to enhance knowledge and understanding about GEDSI issues and high-quality practice, through effective Monitoring, Evaluation and Learning (MEL).

15 Short Course reporting / Deliverable

15.1 Purpose of this section

This section outlines the reporting / deliverable requirements for Short Courses.

15.2 Responsibilities for reporting

The Program is responsible for reporting to DFAT on the management and outcomes of Short Courses as part of our obligations under the Australia Awards – South Asia & Mongolia Program.

This is done via six-monthly and annual reports. To compile these reports, the Program collects feedback and data from a variety of sources, including Short Course Providers.

The Course Provider is responsible for reporting on the Short Course through a series of reports. The frequency and timing of the reports will be specified in the Service Agreement. The content and quality of reports and adherence to delivery dates in the Key Contract Timelines of the Service Agreement forms part of the Course Provider Performance Assessment (CPPA). Course Providers must ensure that reports include disaggregated data for gender, disability and other key variables, and should discuss any issues arising from that disaggregation.

Key delivery items

Deliverable Items to submit	Explanation
Deliverables	
Pre-course Learning Needs Analysis	Read Section 2.3
Return to Work Plan (RWP) Workbook & Guidebook	Read Section 2.5
Pre/Post course test and outcomes	Read Section 2.4
Three course outlines (PLA. CLE and ALA) / link to an online learning platform and materials	Read Section 2.6
Pre-departure briefing booklet	Read Section 2.7
Communications and Social Media Plan	Read Section 19.1
Course Certificate, transcript, and agenda for closing event.	After course completion, providers must submit items for review in-line with the Australia Awards Technical Brand Guidelines. Co-branding is allowed for these items. Use templates in extranet
Written reports	
Preliminary Learning Activities (PLA) report	Read Section 15.4 - PLA Template to be used
Core Learning Elements (CLE) report	Read Section 15.5 - CLE Template to be used
Applied Learning Activities (ALA) report	Read Section 15.7 - ALA Template to be used
Financial items/reports	
Financial acquittal reports (PLA, CLE and ALA)	The Contractor must submit valid, correctly rendered tax invoices as proof of expenditure for financial reconciliation and reimbursement, in accordance with Australian Tax Office guidelines.
Provider invoice	Only to be provided to Australia Awards once the financial report has been approved.

15.3 Course Outlines

At the beginning of the course, Providers must submit course outlines or schedules for PLA, CLE; and in most cases ALA. These documents must comply with the Australia Awards Technical Brand Guidelines.

When developing course outlines, providers should consider the following:

- **Cultural needs**: Integrate culturally appropriate elements, such as designated prayer times, where relevant.
- **Learning Reflection and consolidation**: Include opportunities for participants to reflect on their learning and consolidate insights into the development of their RWPs.
- **Translation and interpretation**: If required to support participant engagement, make provisions for translation and/or interpretation.

During the review process, a Monitoring, Evaluation, and Learning (MEL) session may be scheduled on the final day of the CLE. Providers must liaise with CPDS to coordinate this session. Any invitations related to MEL or other sessions should be communicated directly with CPDS.

15.4 Preliminary Learning Activities (PLA) report

Use the AASAM report template_PLA.docx provided in the extranet. Use the headings provided and extra information can be added. Once the PLA has been completed, the Course Provider is responsible for summarising and reporting on the main findings from the Participant Needs Assessment; the PLA and RWP consultations. As a guide, the report should cover:

- an overview of the services/resources provided
- a review of the Participant Needs Assessment
- a summary of Participant responses to reflective questions
- a summary of consultations with Participants, their supervisors and the proposed RWP topics
- links to resources delivered (i.e. to the LMS)

The Course Provider should also reflect on how the results of the PLA have influenced the final design for the main training activities.

15.5 Core Learning Elements (CLE) report

15.5.1 Overview

Once the CLE has been completed, the Course Provider must electronically submit a report of no more than 15 pages, plus annexes including relevant M&E tools and analysis. Use the AASAM report template_CLE.docx

provided in the extranet. The purpose of this report is to:

- provide a brief overview of the CLE
- assess achievements to date against intended outputs and outcomes
- provide a financial report on Short Course delivery to date.

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

Relevant course materials (such as presentation slides and a selection of photos taken during the course) should be uploaded to Short Course Provider Repository on the AASAM Extranet.

15.5.2 Reporting content

Use the headings provided - as a guide the CLE report should cover:

Course overview - a very brief description of the course purpose, objectives, learning outcomes, topics and outputs

Participants and their learning

- Participant responses to the AASAM Participant Satisfaction Survey
- Analysis of the Pre- and Post-course test results
- Commentary on the attitude and commitment of Participants, identifying individuals or groups who did well, including a rationale for this assessment
- Commentary on the suitability of Participants, with recommendations for improving selection processes
- Summary of how GEDSI has been integrated into the Program, and Participants' responsiveness to these cross-cutting themes, including application to their RWP
- Progress with the development of RWP
- Teaching methods used and analysis of applicability to the group
- The value of site visits and/or practical experiences
- Networking opportunities and notable linkages made between Participants and Australian counterparts
- Sessions and approaches that worked well
- Use of interpreter/s and assessment of how this worked (if applicable)
- Names, organisation and email addresses for all guest presenters

Logistics, administration and welfare (where the CLE has been delivered in person)

Analysis of/commentary on:

- challenges with mobilising Participants
- effectiveness of the orientation program
- suitability of accommodation and transport arrangements
- welfare support for Participants and any issues that arose during the program
- health care support (if required)
- Participant attendance.

15.6 Financial acquittal report

- Acquittal of expenditure to date against the original budget, including an update on variances between agreed and actual reimbursable expenses. This assists the Program to forecast and manage potential underspends in a timely manner. A Financial Template_SC Name_MS.xlsx
- is available from the extranet. This must be submitted in excel format.
- The final version must be submitted including the statement that "I hereby certify that, to the best of my knowledge, all contents of this report and its associated evidence are accurate and truthful, including the individuals and entities referenced herein" accompanied by signatures of Course coordinator and Finance Manager or Business Manager names as a PDF.
- Commentary on any budget/cost issues.

15.7 Applied Learning Activities (ALA) report

The ALA report summarises the successes and challenges of the Short Course as well as the Participant's experience implementing their RWP. Use the AASAM report ALA template.docx provided in the extranet.

As a guide the report should cover:

- achievements against intended outputs and outcomes
- any issues, constraints and lessons learned for future Short Course delivery
- any constraints to successfully achieving the Short Course outcomes
- relevance of the course topics to the current roles of the cohort
- an individual summary of each Participant's progress in implementing their RWP
- a summary of challenges Participants have faced in implementing their RWPs
- Participants' insights on the Short Course and its relevance to their working life
- a summary of any activities completed by Participants prior to the ALA (for example, touch points for RWP mentoring)
- summary of lessons learned during the workshop and recommendations for improvement
- an attendance list
- copies of all RWP Workbooks / presentations (uploaded to the Short Course Provider Repository on the AASAM Extranet)
- Impacts of illness on Participant's attendance during the ALA.

The Course Provider will also submit a final **financial reconciliation** including supporting documentation.

16 Course Provider performance

Australia Awards are prestigious international scholarships and Course Providers are expected to deliver Australia Awards Short Courses that reflect this level of prestige and quality.

Course Provider performance will be assessed in accordance with the Short Course – Course Provider Performance Assessment (CPPA). The CPPA template is provided on the Program Extranet and forms part of the AASAM Short Course Service Agreement (Annex 1).

The CPPA is based on interactions between the Program and the contracted Course Provider throughout the period of the Short Course.

The results of the CPPA are used by the Program to:

1. provide the Course Provider with feedback on its performance and where applicable, identify areas for improvement;
2. supply Technical Assessment Panels (TAP) with information on a Course Providers' past performance;
3. undertake due diligence assessments of Course Providers' past performance through the contracting process; and
4. provide DFAT with information on Course Provider performance in the delivery of Short Courses.

16.1 Notes for Course Providers

1. This CPPA will be provided approximately 4 weeks after the ALA deliverables have been approved.
2. The CPPA report will be shared with the Country Team. for their input and may be sent to the relevant DFAT Post with the ALA Report.
3. Providers have the option of having a debrief meeting if requested within 2 weeks of receiving the CPPA report.
4. The CPPA will be provided to TAPs to inform on past performance when Course Providers have submitted proposals for upcoming Short Courses if relevant.
5. Milestone Payment 3, per the Service Agreement, shall be reduced by 10% (ten per cent) for each criterion scored 3 or less.

Rated Performance Criteria

Criterion	Measures	Score
1. Learning outcomes	- At least 85% of participants demonstrate increased knowledge and skills using pre- and post-test knowledge comparisons	
2. GEDSI	- GEDSI considerations are articulated in participant's RWPs - At least 2 stand-alone GEDSI sessions are delivered which are contextualised to the course and country context - Course content is designed with an intersectional gender lens.	
3. Return to Work Plans (RWP)	- RWPs are achievable within the time frame of the Short Course - RWP proposed outcomes are measurable - RWPs are aligned with participants work and/or country development priorities - Approved RWP templates are used and/or any modifications have been approved by the Program .	
4. Networking	- Participants were provided with a range of opportunities to network with one another - Participants met with relevant Australian counterparts.	
5. Participant Satisfaction	- At least 85% of participants rate their overall satisfaction with the course as 'Satisfactory' or higher	
6. Documentation	- Key contract documents require no more than one review and are submitted on time (see Schedule 2: key Contract Timelines).	
7. Budget	- Underspends and/or overspends are communicated with the program at least 4 weeks before the next report is due (see Service Agreement Schedule 2: Key Contract Timelines).	
8. Financial reporting	- Financial reports are submitted with all supporting documents - Supporting documents include a reconciliation report that clearly references individual receipts and expenditure - Financial reports are accurate and submitted on time	
9. Communication	- 48 hours response time for all email communication (business days).	
10. Social media and communications materials	- All external social media and communications material are approved in advance of publication. - Communications content aligns with the Promotions Guidelines for Short Course Providers found on the Program Extranet.	
11. Short Course Provider Handbook	- All aspects of Short Courses are aligned with the Short Course Provider Handbook.	
12. Australia Awards templates	- Key contract documentation is submitted using the Program templates provided on the Program Extranet, where applicable (see Service Agreement Schedule 2: Key Contract Timelines).	

Refer to the Australia Awards South Asia & Mongolia Short Course – Course Provider Performance Assessment on the Extranet for the full rating and payment criteria.

17 Managing Participant Withdrawal from a Short Course-in Australia

17.1 Purpose of this section

It is possible that a Short Course Participant may over-stay their visa or seek asylum while participating in a training program in Australia. Such an incident needs to be treated with caution and sensitivity.

This section details the approach and procedures to be followed if a Participant leaves the Short Course and/or fails to board the scheduled return flight from Australia.

17.2 Indications of intention to leave and dissuading 'over-stayers'

Short Course Participants over-staying their visa is not a desirable outcome.

If the Course Provider becomes aware that a Participant is contemplating leaving the course and not returning to their home country, the Course Provider must immediately inform the Manager, Continuing Professional Development Solutions.

It may also be appropriate for the Welfare Officer to speak to the Participant about their intentions, although this needs to be done with care and tact. This discussion should be in private and treated confidentially. Where such an indication is received or made in confidence, it is not appropriate to discuss the situation with other Participants. However, where a Participant is openly making such plans, it is possible other Participants may already be aware of the situation.

17.3 Actions to be taken by Course Provider

If a Participant leaves the course, fails to board a return flight or is otherwise unaccounted for, the Course Provider must:

1. **Check on the Participant's whereabouts and safety**
   Do not assume that a missing Participant has 'absconded'—they may have met with an accident, fallen ill, or been delayed. The first step is therefore to ask other Participants about his/her whereabouts and movements. If it is not clear that the Participant has left the course (e.g. luggage left behind, no indication of intention to leave), then treat the incident as a disappearance: make the usual checks of hospitals, make a police report and call the Participant's mobile phone to seek information.
2. **Report the incident to** the Manager, Continuing Professional Development Solutions Do this as soon as possible to discuss the incident, as each case will be different and will require a specific response.
3. **Implement the confidentiality procedure** Do not respond to queries or requests for information about the Participant from any party or organisation outside of Australian Government agencies.

18 Managing Participant Non-Attendance During Online Delivery

18.1 Purpose of this Section

The purpose of this section is to outline the approach to managing Participant non-attendance during virtual elements of Short Course delivery.

It is also intended to ensure smooth communication between the Course Provider and the Program when a Participant's attendance is identified as an issue which may impact completion of the Short Course.

18.2 Background and Summary

Some stages of Short Courses may be delivered virtually, or through blended delivery strategies, including synchronous and asynchronous activities. These delivery methodologies require increased awareness and vigilance on behalf of the Short Course Provider to ensure each Participant remains engaged with the delivery team and the learning program.

18.3 Short Course Provider Responsibilities

The Course Provider must notify the Program immediately if they become aware of, or a Participant notifies them that they are unwell and requires time away from the course. Communication during this period is vital and the Course Provider must keep the Program informed when the Participant re-joins the course, or their return is delayed.

If a Participant is unable to attend the Short Course for a substantial amount of time, reasonable accommodations for that Participant should be made. This support may include additional mentoring by the Course Provider delivery team. The need for and nature of any additional support should be communicated to the Program as well as recorded and summarised in the relevant milestone report.

The Course Provider must provide an attendance record on Day 1 of all online activities at a minimum so AASAM team can assist with communication around participation. In the event a Participant has missed a significant amount of course work and further support to complete the course would be unreasonable for the Participant, or not feasible for the delivery team, the Provider must make a written recommendation as to whether the Participants can fulfill the requirements of the program. This recommendation should also include a summary of attendance and work completed so far, including status of the Participant's RWP.

Any official withdrawal of a Participant from the course will be communicated to the Participant by the Australia Awards, Country Program Manager.

19 Public diplomacy and media

19.1 Overview of this section

Promotions Guidelines for Short Course Providers have been created to support Short Course Providers in developing media and communications products to promote Short Courses for Australia Awards – South Asia & Mongolia. The document can be found on the AASAM extranet, in the Short Course Provider Templates/Promotions Pack folder. If you wish to get the access of extranet, please contact a program coordinator.

Please read this document to guide your thinking on raising awareness about the Short Course's value, outcomes and impact, and take note of communications outputs under your contract.

The Guidelines will assist Providers in the development of a Communications Plan and a Social Media Plan as part of the first set of deliverables for each Short Course.

The Guidelines are a central resource in the Australia Awards Short Course Promotions Pack. The Promotions Pack is accessible on extranet, which contains a number of resources and templates to support Providers' communications efforts such as:

- Australia Awards Technical Brand Guidelines
- Australia Awards logo files
- Communications and Social Media Plan template
- Media release template
- Participant profile template
- Certificate template and transcript template
- PowerPoint presentation template
- Event invitation template.

19.2 Social Media Publication Requirements for Providers

Providers must follow the steps below when planning, developing, and publishing social media content related to Short Courses:

1. Communications Plan Submission

Submit a Communications and Social Media Plan as part of the first milestone deliverables and obtain approval from CPDS.

2. Content Approval Prior to Publishing

Submit each social media post for CPDS approval before publication. This includes all final text and images.

Note: If submitted content differs from the original approved plan, CPDS requires a minimum of one week for review. This ensures alignment with DFAT communication guidelines and allows additional review by the communications team.

Please ensure the photos submitted for approval are the same photos intended for publication.

3. Publication

Publish social media content only after receiving formal CPDS approval.

4. Post-Publication Notification

Share the link(s) to the published post(s) with CPDS immediately after publication.

5. Photo Upload Requirements

Upload all photos used in the published post to the extranet under the relevant Short Course folder.