

Teach International Student Handbook

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Welcome to Teach International

Welcome to Teach International's TESOL course! Each and every student of ours is important to us. We will do our very best to train you as an effective teacher of English to speakers of other languages and give you valuable on-going support through our web site and through our network of trainers and graduates whom you can contact at any time through email or through the Teach International online forums. Our trainers are highly qualified and skilled at training and assessing and will make sure your personal needs are met at all times during your course.

Key Teach International Administration staff

Office Manager and Course Coordinator
Academic Director
Accounts Officer
Registrations Officer
Marketing Director
Sales and Recruitment Coordinator
Sales and Administration Coordinator

Continuous Improvement

Teach International is dedicated to continuous improvement of our courses and our systems. We appreciate and monitor feedback from all stakeholders at all times. Formal feedback is sought after the in-class component of the course, following the Practice Teaching components, and when your final qualification is mailed out to you. Furthermore, phone or email communication of feedback is welcomed.

Vocational Education

The Foundation Course is suitable for people wanting internationally-recognised practical training to teach English overseas, but is not recognised by the National Training Authority. Both the Certificate III and Certificate IV in TESOL offered by Teach International are nationally recognised courses of training that are registered on the Australian Qualifications Training Framework. (AQTF).

The AQTF was developed by the National Training Quality Council and the Australian National Training Authority (ANTA) in conjunction with State and Territories, the Commonwealth, and industry in 2001. The key objective of the AQTF is to provide the basis for a nationally consistent high quality vocational education and training system.

As a Registered Training Organisation, Teach International (NTIS 31165) must comply with the standards of the AQTF.

In Queensland, vocational education is underpinned by The Vocational Education, Training and Employment Act (2000) which provides a legislative foundation for flexible, high quality training, to support Queensland's workforce, both now and in the future.

The objectives of the Vocational Education, Training and Employment Act 2000 are:

- to establish a system for the effective and efficient provision of high quality vocational education and training to meet the immediate and future needs of industry and the community
- to provide mechanisms for employees, employers, associations of employees or employers, and the community, to advise government on vocational education and training needs and priorities to meet those needs
- to support the continued development of high quality training by and within industry
- to facilitate the provision of vocational education and training that is relevant to employment and encourages the generation of employment opportunities
- to regulate the registration of training organisations within the State

Certificate III and IV in TESOL

The Teach International certificates in Teaching English to Speakers of Other Languages (TESOL) are designed to offer participants practical training in ESL teaching along with some background in language/linguistic and cultural theory, and language teaching methodology.

Certificate III is a short intensive course which is highly practical. There is a major emphasis on the development of skills for classroom teaching. The course is designed for people who wish to teach English overseas in the near future.

Certificate IV is designed for those who wish to pursue a career in TESOL here and abroad, such as qualified teachers who wish to add ESL to their teaching skills.

Competency-based Assessment

Assessment is defined in the National Training Framework as the process of collecting evidence and making judgments about whether a competency has been achieved.

The purpose of assessment is to confirm whether an individual can perform to the standards expected in the workplace as expressed in the Accredited Course.

Assessment strategies include informal assessment (e.g. in-class discussions) and formal assessment (e.g. project work, production of lesson plans and classroom resources, and observation/demonstration of classroom teaching skills).

Assessment outcomes are expressed in terms of being “competent” or “not yet competent”. You will be given ample opportunity and support in the course to achieve competence. You may not achieve all the competencies in an initial assessment. Flexible assessment methods allow for the development of competence over time.

If you do not achieve competency in all Units required for Certificate III or IV qualification, you will receive a Statement of Attainment, detailing the units/ modules achieved.

Assessment in the course is highly integrated and varied. The units are interrelated, so assessment performance criteria may be common to two or more of the individual units, and therefore assessed at the same time. Performance criteria are outlined below. It is the student’s responsibility to read, and be aware of, the assessment criteria.

Assessment will be followed by feedback about the outcome of the assessment process and information on ways of overcoming any identified gaps in the competencies revealed in the assessment will be discussed as part of the feedback session.

You will be notified in writing of the outcome of your cumulative or final assessment in each of the accredited courses’ units.

Information about the reassessment and appeals process available at Teach International is found later in this Handbook.

All assessment at Teach International:

- complies with the principles of validity, reliability, fairness and flexibility;
- provides for students to be informed of the context and purpose of the assessment and the assessment process;
- focuses on the application of knowledge and skill to the standard of performance required in the workplace and covers all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;

Assessment involves the evaluation of sufficient evidence to:

- enable judgments to be made about whether competency has been attained;
- provide for feedback to you about the outcomes of the assessment process and guidance on future options;
- be equitable for all persons, taking account of cultural and linguistic needs; and
- provide for reassessment on appeal.

Assessment Criteria

The following table provides the broad performance criteria which will be used to judge whether competency has been achieved for all of the Teach International courses.

Foundation students complete: All Foundation Units plus 2 Elective Units.

Certificate III students complete: All of the Foundation Units, an additional 7 Certificate III Units, plus 2 Elective Units.

Certificate IV students complete: All Foundation and Certificate III Units, 6 Certificate IV Units and all Electives.

Unit of Competency	Course	Core Performance Criteria
TICU1 Use the Communicative Approach to Language Teaching	Foundation*	<ol style="list-style-type: none"> 1. Plan and prepare communicative lessons 2. Demonstrate an understanding of the elements of the communicative approach 3. Use communicative activities in lessons
TICU2 Demonstrate Sensitivity in Cross-Cultural Communication	Foundation*	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the symptoms of and remedies for culture shock 2. Recognise correct meanings in erroneous message from ESL speakers 3. Demonstrate sensitivity to cultural dimensions of the host culture 4. Demonstrate qualities that contribute to being an effective ESL teacher
TICU3 Plan Lessons	Foundation*	<ol style="list-style-type: none"> 1. Plan a communicative lesson for either adults or children Access and/or develop suitable materials/visual aids to support a lesson plan
TICU4 Teach English Grammar	Foundation*	<ol style="list-style-type: none"> 1. Distinguish between the form and function of the main grammatical structures 2. Demonstrate an understanding of the use of drills for teaching new language 3. Demonstrate an understanding of the use of dialogues for reinforcing new language
TICU5 Teach English Pronunciation	Foundation*	<ol style="list-style-type: none"> 1. Institute strategies for helping students with first language interference with English language pronunciation 2. Demonstrate strategies to teach word and sentence stress as a pronunciation aid 3. Create and present a dialogue illustrating connected speech 4. Demonstrate knowledge and understanding of the Phonetic Alphabet
TICU6 Facilitate Activities and Form Groups in the Classroom	Foundation*	<ol style="list-style-type: none"> 1. Form groups in the classroom 2. Plan appropriate activities for the communicative ESL classroom 3. Successfully facilitate activities in the ESL classroom
TICU7 Use Music and Video in the Classroom	Foundation*	<ol style="list-style-type: none"> 1. Choose songs suitable for the ESL classroom 2. Participate in musical activities suitable for the communicative ESL classroom 3. Use at least one 'entertainment technology' within a lesson plan and presentation

TICU8 Plan Activities for a Range of TESOL Contexts	Foundation*	<ol style="list-style-type: none"> 1. Demonstrate effective classroom management skills in a range of settings 2. Demonstrate an awareness of the different types of schools in the international TESOL market 3. Choose syllabi and published resources suitable for different levels and demographics of students
TICU9 Use the Internet for TESOL	Foundation*	<ol style="list-style-type: none"> 1. Access the Teach International Student Centre on the Teach International Web Site 2. Access a range of ESL resources through the web 3. Access and utilise personal resources through the web
TICU10 Demonstrate Practical Grammar Knowledge	Foundation	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the major Parts of Speech of English. 2. Demonstrate an understanding of Conditional structures. 3. Identify Phrasal verbs, Idioms, Slang and Proverbs. 4. Distinguish between Active and Passive Voice and Direct and Reported Speech. 5. Demonstrate the use of a range of Modals 6. Demonstrate the use of Gerunds and Infinitives. 7. Provide corrections for a range of errors made by ESL learners.
TICU11 Use Assessment Strategies	Certificate III	<ol style="list-style-type: none"> 1. Design and implement a range of test tasks 2. Test for proficiency in each of the macro skills against a set of descriptors. 3. Deal with common ESL student syntax errors. 4. Work effectively with students within the “Inter-language” stage of L2 acquisition.
TICU12 Teach Writing and Spelling	Certificate III	<ol style="list-style-type: none"> 1. Prepare a range of writing activities to suit different students and purposes. 2. Observe a model writing lesson and identify the stages of composition. 3. Provide support in relation to spelling.
TICU13 Teach Reading and Vocabulary Strategies	Certificate III	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the reasons for teaching reading. 2. Identify suitable resources for developing reading skills of students. 3. Plan tasks incorporating academic reading skills for advanced students. 4. Demonstrate strategies for teaching students how to deal with new vocabulary.
TICU14 Teach Listening	Certificate III	<ol style="list-style-type: none"> 1. Demonstrate knowledge of why and when to implement listening activities in a lesson. 2. Select suitable resources for teaching listening. 3. Demonstrate knowledge of the factors to consider when implementing listening activities. 4. Demonstrate ability to use different kinds of activities suitable for listening practice.
TICU15 Practice Teaching in a Simulated ESL Environment	Foundation	<ol style="list-style-type: none"> 1. Plan and deliver a lesson using the elements of the communicative approach. 2. Use effective presentation skills.
TICU16 Observe and Analyse Lesson Components	Foundation	<ol style="list-style-type: none"> 1. Identify the features of an effective beginners English language lesson. 2. Identify the features of an effective intermediate English language lesson. 3. Identify the features of an effective advanced English language lesson. 4. Identify the features of an effective English language lesson for adults.

TICU17 Practice Teaching in an ESL Environment	Certificate III	<ol style="list-style-type: none"> 1. Organize practice teaching within a community organization/program or for the activities program in a language school. 2. Prepare and present required lessons for a minimum of 10 hours. 3. Reflect on practice teaching experience.
TICU18 Research Regional TESOL Job Markets	Foundation	<ol style="list-style-type: none"> 1. Access country and job information for the Asian Region. 2. Access country and job information for Europe. 3. Access country and job information for the Middle East. 4. Access country and job information for Africa. 5. Access country and job information for Central and South America.
TICU19 Research and Apply for TESOL Jobs	Foundation	<ol style="list-style-type: none"> 1. Locate relevant internet sites for international TESOL job vacancies. 2. Prepare documents for international TESOL job applications
TICU20 Prepare for International Travel	Foundation	<ol style="list-style-type: none"> 1. Manage personal financial matters when living overseas. 2. Select necessary documents to take for living and working overseas.
TICU21 Incorporate Equity and Health and Safety Principles in Work Practices	Certificate III	<ol style="list-style-type: none"> 1. Health and Safety issues for traveling and living overseas are identified. 2. Identify equity principles and requirements for the Australian workplace. 3. Transpose Australian equity and health and safety principles to situations overseas.
TIC4U1 Use Advanced Grammar Skills in Language Teaching	Certificate IV	<ol style="list-style-type: none"> 1. Access knowledge about grammar to assist ESL students with typical difficulties. 2. Explain unknown grammar points to ESL students in a practical way that facilitates understanding.
TIC4U2 Use Language and Culture Theories in Lesson Planning	Certificate IV	<ol style="list-style-type: none"> 1. Identify the relationships between language and culture. 2. Develop inter-cultural competence for the TESOL classroom. 3. Using Discourse Analysis and Ethnography.
TIC4U3 Incorporate Methodology Theory into Lesson Planning	Certificate IV	<ol style="list-style-type: none"> 1. Identify a range of traditional ESL methodologies. 2. Plan lessons incorporating and integrating some of these methodologies.
TIC4U4 Use Knowledge of Second Language Acquisition (SLA) Theory in Lesson Planning	Certificate IV	<ol style="list-style-type: none"> 1. Knowledge of major SLA theories is demonstrated. 2. An in-depth analysis of one of the major SLA theories 3. Implications of major SLA theories for lesson planning are identified.
TIC4U5 Observe and Analyse Whole Lessons	Certificate IV	<ol style="list-style-type: none"> 1. Observe a range of ESL lessons. 2. Analyse observed lessons and critically reflect on all components.
TIC4U6 Teach ESL Independently	Certificate IV	<ol style="list-style-type: none"> 1. Organise/Cooperate with other teacher/s or a supervisor to teach ESL lessons for students across a range of language levels. 2. Formerly plan ESL lessons for different language levels. 3. Teach ESL lessons to students from different language levels.

*RPL cannot be claimed for this unit

Elective Units

Foundation students and Certificate III students must complete two of the following elective units.
Certificate IV students must complete all elective units

TIEU1 Teaching English to Adults	<ol style="list-style-type: none"> 1. Use some basic methodologies for TESOL. 2. Consider the roles of the Learner and the Teacher in the adult TESOL classroom. 3. Evaluate resources for teaching ESL to adults. 4. Create an effective lesson plan for adult ESL learners. 5. Utilise effective classroom management systems when teaching ESL to adult learners. 6. Teach the four macro-skills to adult ESL learners.
TIEU2 Teach English to Children	<ol style="list-style-type: none"> 1. Integrate the four macro-skills when teaching reading and writing to children. 2. Incorporate strategies within the 'affective domain' for ESL children. 3. Use 'Total Physical Response' (TPR) aspects of teaching/learning for children in the ESL classroom. 4. Use strategies in relation to the 'Natural Approach' to teaching/learning ESL. 5. Use jazz chants, music and poetry in the children's ESL classroom. 6. Use story-telling, role play and drama in the children's ESL classroom. 7. Promote literacy in the child ESL learners.
TIEU3 Teach IELTS	<ol style="list-style-type: none"> 1. Describe the IELTS Test 2. Support students in developing skills for the Reading component of the IELTS Test. 3. Support students in developing skills for the Writing component of the IELTS Test. 4. Support students in developing skills for the Listening component of the IELTS Test. 5. Support students in developing skills for the Speaking component of the IELTS Test.
TIEU4 Teach Business English (TOEIC Preparation)	<ol style="list-style-type: none"> 1. Identify the different types of Business students and their motivation 2. Prepare or develop a Business English curriculum. 3. Demonstrate knowledge of the basics of Business. 4. Set tasks for the Business English classroom. 5. Complete a sample TOEIC test.
TIEU5 Teach English for Academic Purposes	<ol style="list-style-type: none"> 1. Develop an EAP program suitable for the needs of a particular student group. 2. Develop EAP students' academic reading and vocabulary skills. 3. Develop EAP students' academic writing skills. 4. Develop EAP students' Listening and Note-taking skills. 5. Develop EAP students' Oral Presentation skills.
TIEU6 Use Computer Assisted Language Learning (CALL)	<ol style="list-style-type: none"> 1. Incorporate CALL into an English language program. 2. Implement CALL in most TESOL situations. 3. Choose appropriate software. 4. Utilise the Internet for CALL. 5. Deal with technological and other restraints when using CALL.

Recognition of Prior Learning and Credit Transfer

It is sometimes possible for students to be granted credit towards units of competency offered by Teach International on the basis of their prior learning experience. Guidelines for Recognition of Prior Learning Applications are available on the Teach International Website at <http://www.teachinternational.com/downloads/RPLHandbook.pdf> Applications for RPL must be made in writing using the appropriate form. You will be informed in writing of the outcome of your application.

Teach International recognises AQF (Australian Qualifications Framework) qualifications and statements of attainment awarded by other RTOs (Registered Training Organisations). You will be able to receive academic credit for relevant learning outcomes, competency outcomes or standards in a qualification you have already achieved at other RTOs to the extent to which they are equivalent to the learning outcomes, competency outcomes or standards in a qualification you wish to undertake at Teach International.

You may apply for RPL or Academic Credit for any of Teach International's units of competency except the in-class components. This is because these components are unique to Teach International. We have streamlined this part

of the course to best meet the needs of people of all backgrounds. The in-class components are packaged into a short, convenient course (Foundation Course), and we believe each component will be beneficial to you.

(The course outlines on our website and in the *Guide to Application for Enrolment in Certificate III or IV in TESOL*, indicate the units for which you may/may not apply for recognition of prior learning.)

Certification

There are two forms of documents issued by Teach International within its scope as an RTO for Certificate III and IV in TESOL – Statements of Attainment and a full qualification of the Certificate III or IV in TESOL.

Under the Queensland Vocational Education and Training Act a qualification or Statement of Attainment must be issued within 21 days of meeting all the requirements of the modules/course.

Appeals and Reassessments

An application for the reassessment of any assessment judgment may be made by a student on the appropriate form available from your trainer or Teach International Head Office.

The reassessment is carried out by the Academic Director unless they were the original assessor. In such cases, a trainer or independent expert will carry out the reassessment.

You will be informed of the outcome of the reassessment in writing. Any further appeal in regard to assessment must be conducted using the complaints procedure.

Complaints and Appeals Procedures

1. If you are unhappy with any aspect of Teach International's products or services, you should advise Teach International in writing of the nature of your complaint and the form of resolution you seek. The complaint must be put in writing before it can be addressed. (A Complaint Form is available on page 12 of this handbook.)
2. Written complaints are addressed to the Office Manager, Head Office, Brisbane. The address is Teach International, Level 2, 370 George Street, Brisbane QLD 4000.
3. The Office Manager refers the complaint to the relevant staff member of Teach International as follows:
 - A problem with an academic component of the course, or about the delivery of the in-class course, is referred to the Academic Director.
 - Complaints about the online courses are forwarded to Resource Development Officer.
 - Any complaints about customer service or staff related matters are managed by the Office Manager.
4. All complaints are dealt with in a fair and equitable way and wherever possible, in a face-to-face situation. The staff member handling the complaint will arrange a time to discuss it with the complainant. A record of this meeting will be kept. The best interests of both Teach International and the client will be served if at all possible.
5. If the matter is not resolved through discussion, the complainant may lodge a written application to Teach International Pty Ltd to implement a formal process to investigate and appeal the decision made by Teach International in relation to the lodged complaint.

An independent mediator, external to Teach International Pty Ltd, will investigate the appeal. In carrying out this investigation and reaching a resolution, the following steps will be included:

- Interview and/or take written statements from the complainant
- Interview and/or take written statements from all relevant people involved in the matter
- Interview and/or take written statements from the Teach International personnel who handled the grievance
- Review all relevant documents

- Consider the complaint in the context of the relevant Teach International Pty Ltd policies and procedures

The complainant and CEO will be advised in writing of the determination following the appeal process, including the reasons for it, and of any recommendations for action as a result of the determination.

This appeal process should take no more than 10 working days. This time line may be extended in light of matters such as the availability of relevant staff or students.

Refund of Fees

- The \$200 application fee is completely non-refundable (and expires 12 months after initial registration).
- Once a student has made the relevant payment and been sent their Online Instructions via email or post, no refund will be given.
- Once a student has made the relevant payment on their instalment plan and been sent their Online Instructions via email or post, no refund will be given.
- Should Teach International Pty Ltd cancel any course, participants are entitled to a full refund or transfer of funds to a future course.
- No refund is available to participants who leave before finalising the in-class component of the course unless a medical certificate is produced. In that case, fees may be refunded on a pro-rata basis. However, should participants wish to finalise incomplete modules in a future course, the original fee payment can be used as credit towards that course.
- No refund of the Certificate IV upgrade fee is given to participants who begin the units in Certificate IV and then choose not to complete them.
- The \$200 Certificate III upgrade fee for unit TICU17 is completely non-refundable.

Access and Equity

Teach International is committed to offering its services to all people. Teach International meets the needs of individuals, and the community as a whole, through the integration of access and equity principles all of its processes and procedures.

'Equity' means ensuring that all groups of people can participate and benefit to the same levels in and by the services of Teach International.

Equity principles are implemented through the fair allocation of resources to the staff and clients and the right to equality of opportunity, without discrimination, within the organisation. Teach International's Access and Equity Policy is apparent in the:

- Non-discriminatory student selection procedures for the course, (not withstanding the requirements of the accredited courses) which encourage fair access for all members of the community
- Policies and procedures involved in the development of the curriculum and the teaching/ learning and assessment materials and processes at Teach International and
- Provision of professional development to staff to assist in providing and delivering courses to under-represented groups such as people with a disability and people from diverse cultural and linguistic backgrounds.

Discrimination

It is prohibited by law in Australia to discriminate against anyone on the basis of their:

- Gender
- Ethnicity
- Sexual preference
- Family responsibilities
- Medical records
- Age or
- Religious or political beliefs.

Refusing to employ or to train someone on the basis of any of these is unlawful. If you believe that Teach International is acting in a discriminatory way toward you or any of its staff or clients, please report this in writing to the senior staff of the company.

Your Health and Safety

Teach International complies with both state and federal legislation to minimise the risk of accident or illness to its staff and students.

Every staff member has an obligation to ensure your and their own health and safety. You must always follow the instructions given to you by Teach International staff when using electrical equipment, or in the event of an evacuation or drill.

A safe place is also a place that is free of harassment or intimidation. Teach International is committed to providing such an environment. If you witness any form of discrimination, harassment, victimization, vilification or bullying you should immediately inform one of the senior staff of the organization.

Harassment is any type of unwelcome behaviour which offends, humiliates or intimidates the person being harassed based on one of the attributes covered by the anti-discrimination law, eg: sex, race or disability.

Victimisation happens when a person is treated harshly or subjected to any negative treatment because they have made a complaint of discrimination or harassment. A complaint of victimisation should be made in the same way as a complaint of discrimination or harassment to the senior staff of Teach International. Victimisation is either dealt with as an offence punishable by a fine, or can be the subject of a damages award, depending on which law the complaint is brought under.

If you feel that the senior staff of Teach International have not dealt with your complaint effectively, you may make a complaint of discrimination or harassment to a government agency, such as the Human Rights and Equal Opportunity Commission. Teach International will be notified of the contents of the complaint. The matter will then be investigated by an officer of that agency.

Your Privacy

It is a legal requirement that the staff of Teach International must **not** collect personal information about its clients other than that which is essential to their enrolment in the course. The details disclosed on the Teach International *Application for Enrolment* form are only accessible to authorised staff of the organisation.

Information about clients or staff of the college is never given to a third party except in those cases indicated on the *Disclosure of Information Statement* which is included on the *Application for Enrolment* form.

This disclosure statement informs you that Teach International may be required to provide your contact details to the Training and Employment Recognition Council as part of the audit process to enable the Training and Employment Recognition Council to interview students about the training provided by the organisation.

Non-compliance

If any staff member or client notices an incidence of non-compliance with any of the policies or regulations outlined in this document, they should immediately report it in writing to the Teach International Head Office on the form provided on page 13 of this handbook.

Teach International's Code of Practice

All students are recruited by Teach International and their agents in an ethical and responsible manner and consistent with the requirements of the curriculum. The Access and Equity Policy ensures that student selection decisions comply with equal opportunity legislation. Appropriately qualified staff assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

The Teach International Application form information ensures that all fees and charges are known to participants before enrolment, that course content and assessment procedures are explained, and that vocational outcomes are outlined.

Teach International markets its vocational education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn to any other training organization or product.

Teach International has policies and management strategies which ensure sound financial and administration practices. Management guarantees the organisation's sound financial position and safeguards students' fees until used for training/assessment.

Teach International has a Refund Policy which is fair and equitable. Participant records are managed securely and confidentially and are available for student perusal on request. Teach International maintains adequate insurance policies.

Teach International has staff with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the course offered. Assessment meets the National Assessment Principles (including RPL and credit transfer). Adequate facilities, equipment and training materials are utilized to ensure the learning environment is conducive to the success of students.

Teach International's quality focus includes a Recognition of Prior Learning policy, a fair and equitable refund policy, Complaints and Appeal Policy, an Access and Equity Policy, and Student Welfare and Guidance Services. Teach International is committed to recognizing the training qualifications issued by other RTOs. Teach International takes every opportunity to ensure that this information is disseminated, understood and valued by staff and clients.

Teach International has sound management practices to ensure effective client service. In particular, Teach International has client service standards to ensure the timely issue of student assessment results and qualifications. These are appropriate to competence achieved and issued in accordance with the National Guidelines.

Teach International meets all legislative requirements of State and Federal Government. In particular, Workplace Health and Safety, Workplace Relations and Vocational Placement Standards are met at all times.

Teach International has a commitment to providing a quality service and a focus on continuous improvement. Teach international values feedback from students, staff and employers for incorporation into future programs.

Teach International has agreed to participate in monitoring and audit processes required by the Training Recognition Council. This covers random compliance audits, audits following complaints and audit for the purpose of re-registration.

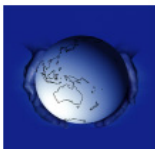
Teach International will honour all guarantees outlined in this Code of Practice because they understand that if they do not meet the obligations of this Code or supporting regulatory requirements, they may have their registration as a Registered Training Organisation withdrawn.

Attendance and Behaviour

Because of the intensive nature of the course it is necessary that participants attend every class and demonstration lesson. If, because of illness, you are unable to attend a class, you must inform Teach International as soon as possible. In addition, participants are asked to behave in the class as they would in the workplace, allowing maximum attention and participation of all class members. Ongoing failure to adhere to either of these two conditions may result in expulsion.

Location of Training and Course Timetable

Please see our web site at: www.teachinternational.com



Complaint Form

Teach International Pty Ltd has a well-defined complaints policy. Please fill out this form for attention to your complaint. Complaints are dealt with by the Office Manager (for issues of administration), the Academic Director (for issues involving the courses or the trainers) and/or by the Marketing Director (for issues of service/public relations). Your complaint will be dealt with by the Management Committee within one week of submission and you will be contacted in writing about the company's considerations of your issue/s.

Full Name: _____

Address: _____

_____ Post code: _____

Email: _____

Phone: _____ Mobile: _____

Place and date of course undertaken: _____

Nature of complaint: _____

Time and date of incident: _____

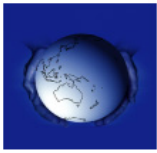
Name/s of person/people involved if relevant and if known: _____

Description of incident: _____

Your preferred outcome: _____

Signature: _____ Date: _____

Date received: _____



Non-Compliance Form

Teach International complies with regulations under the Acts listed below. This form is for submission to Teach International's CEO, should any person wish to notify the company of perceived non-compliance in any respect.

Commonwealth Legislation	Queensland Legislation
Age Discrimination Act 2004 Copyright Act 1968 and Amendments Disability Discrimination Act 1992 Equal Opportunity for Women in the Workplace Act 1999 National Occupational Health and Safety Commission Act 1985 Privacy Amendment (Private Sector) Act 2000 Racial Discrimination Act 1975 Sex Discrimination Act 1975	Anti Discrimination Act 1991 Electrical Safety Act 2002 Vocational Education Training and Employment Act 2000 Workplace Health and Safety Act 1995

Surname: _____ Given Names: _____

Address: _____

Post code: _____ Contact Phone # _____ Email: _____

Please circle or highlight the Act above, in respect to which you perceive non-compliance.

Nature of non-compliance: _____

(Continue overleaf if insufficient space)

Place, date and time of witnessed non-compliance: _____

Name(s) of any other witness/es: _____

Any other relevant information: _____

Signature: _____

Date: _____

Date Received: _____