



Australia Awards

Australia Awards Africa

Short Course Provider Handbook

Version 2: 2023



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Document information

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Acronyms and abbreviations

Term	Meaning
ADIS	Australia Development Impact Survey
AQF	Australian Qualifications Framework
AUD	Australian dollar
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
RFT	Request for Tender
TBC	To be confirmed
VET	Vocational Education and Training

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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 (AASC) offer the next generation of global leaders an opportunity to undertake short-term study 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 Africa, 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 new knowledge, skills and attitudes to contribute positively in their professional fields or communities
- Alumni are using their new skills, knowledge and attitudes to contribute to gender equality
- Alumni have, or support, links with Australia, Australian organisations, or other Australia Awards Alumni
- Alumni view Australia and Australians in a positive light.

1.2 Purpose

This Handbook provides guidance for Australia Awards Africa (the Program) Short Course Providers to meet the goals and objectives of the Program.

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

2 Preliminary Activities

2.1 Purpose and content of this section

This section details the standard key activities that are undertaken before the core learning activities commence. It is important to note that additional pre-course activities may be specified for individual short courses.

2.2 Applications

Australia Awards Africa collects information from applicants electronically to determine the eligibility and suitability of applicants for DFAT consideration.

Palladium will forward information in an appropriate format to the Course Provider, to assist with the selection of candidates, and will share the final approved 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 preliminary activities, via an online survey, developed by the Course Provider.

Course Providers are further required to conduct an English Language Competency Assessment on selected participants from non-Anglophone countries. The Competency Assessment does not need be a formal English Language Test. Results of the assessment and recommendations on participants ability to successfully participate in the course, should be submitted to Palladium no later than three weeks after successful candidates are notified of their inclusion in the course. Course Providers will also be required to put in place appropriate accommodations for non-English speaking participants to ensure they can participate effectively in the program. However, formal interpreting services will not be funded by the Program.

2.4 Pre and post course test

Course Providers are required to administer a pre and post course test, to measure each participant's knowledge acquisition.

The pre-course test is administered during the Preliminary Learning Activities (PLA). Pre-course test results are included in the Preliminary Learning Activities report. The post-course test is administered at the end of the Core Learning Elements (CLE). The post-course test results, together with a brief analysis of changes to the scores are included in the CLE report.

2.5 Reintegration Action Plan – identifying the topic

The main short course deliverable is a Reintegration Action Plan (RAP) that enables participants to apply the knowledge and skills gained from their participation. The RAP will describe how participants will employ their newly acquired skills and knowledge for a specific project or set of activities. Participants must be encouraged to develop their critical thinking and practical approaches to individual RAPs through consultations with the Course Provider, and consultations and approval of their employer during the preliminary activities phase. Participants will be expected to fully grow their RAP during the core learning elements, with the guidance of the designated Course Leader, before the commencement of the applied learning activities.

Participants should be encouraged to consider including cross cutting, socially inclusive themes/issues when developing their RAPs. Examples could include measures to assess how different stakeholders include communities, how communities are considered in relevant policy and governance processes,

or an approach to reducing the likelihood of discrimination against any of the disadvantaged groups for their context.

The Course Provider will also be required to submit a final RAP Report, indicating the extent to which participants have implemented their RAP, lessons learned along the process, and the extent to which training practices have been adopted and/or adapted by the participants. Inputs and feedback from participants employers' will also be required. The Program may undertake selected reviews of progress with RAP implementation post-course.

Activities in the RAP should be SMART (or similar) and must be realistically achievable within the timeframe of the full course delivery.

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.

2.7 Pre-departure briefing booklet

Course Providers must prepare a Pre-departure booklet (PDB) containing logistical and cultural information to prepare participants for travel to (and from) Australia, or within Africa and to facilitate their integration during the Core Learning Elements (CLE). The PDB must explicitly outline the per diems/living allowances, airport transfers (specifically outlining the policy of what costs the Program will reimburse), reimbursement procedures, travelling with spouses and welfare support arrangements. Course Providers should include all information considered necessary for the participants to have sufficient information until arrival at the relevant training location. Course Providers should submit the draft PDB to Palladium for review and approval before sending it out to participants.

The briefing booklet must be shared with the Short Course Participant Guidebook and Course Providers need to ensure that all information in the pre-departure booklet aligns with information provided in the participant guidebook.

3 Allowances and travel

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

Palladium is responsible for assisting participants to apply for visas to the host country (Australia or an African country) and any potential pre-departure health checks. In instances where delivery will take place in an African location, it is often the case that participants will need to apply for these visas in their home country. Palladium, in consultation with the Course Provider will assist in providing the supporting documentation required to submit the visa application.

Similarly, Palladium arranges the booking and payment of participants' travel. Course Providers are reminded that Palladium is required to implement 'Value for Money' principles and it is not always possible to have participants arrive on the same flight. The participant Guidebook defines the Australia Awards Africa travel policy – Course Providers and participants should familiarise themselves with this policy to understand what is covered by the Program. Importantly, the Program does not cover travel insurance and claims for lost luggage. Both the Course Provider and the participants need to acknowledge their understanding of this.

It is often the case that participants incur costs prior to the commencement of the short course and Palladium will require the Course Provider to refund the participants for these expenses, on arrival in the host country. Palladium will reimburse the Course Provider on receipt of their reimbursable invoice for these expenses.

To apply for an international visa, participants are required to submit supporting evidence. Generally, this would include a letter of invitation, proof of accommodation and proof of medical insurance. Course Providers will be required to submit these documents to Palladium as soon as possible, but no later than two weeks after the participants have signed their contracts.

3.3 Participants' travel costs in the host country

Domestic travel costs in the host country incurred as part of the short course are funded through Australia Awards Africa. The Course Provider is responsible for organising and procuring this travel, where specified as part of the approved course outline. Australia Awards Africa does not provide funds to short course participants for personal or reunion travel.

3.4 Participants' allowances in the host country

All participants are paid an allowance (per diem) during their time in the host country. Allowances are paid weekly in advance by the Course Provider. The total allowance is calculated based on the 'number of nights in the host country 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 23% from the allowance
- Dinner provided: Deduct 39% from the allowance.

Ideally participants should be provided with lunch during course delivery and make their own arrangements for breakfast and dinner and for all meals 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 or wholly delivered within Africa, Course Providers will be advised of the relevant per-diem rate as part of the contract negotiation process.

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 Palladium during contract negotiations.

4.2 Standard and type of accommodation

Apartments with cooking facilities are the preferred style of accommodation. The standard is as follows:

- apartment accommodation with two bedrooms and a fully equipped kitchen
- four-star 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 Course 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).

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.
- safety and security considerations

Course Providers should 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.

5 Travel and health insurance

5.1 Purpose of this section

This section provides guidance to Course Providers on participants' health insurance requirements. Australia Awards Africa 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 whilst on course in Australia or in Africa.

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 Africa to maintain health cover during their stay in Australia.

As part of the Pre-departure Briefing pack, Course Providers will need to brief participants on the following:

- insurance policy benefits and exclusions
- the need to contribute to medical expenses where gap fees apply
- the claims process and timing of the reimbursement of expenses.

Course Providers must share the contact details of the insurer and the scope of cover with the participants

The Course Provider is responsible for briefing participants on:

- procedures should participants fall ill whilst on award (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.

5.3 Short courses held in Africa

When a short course is to be partially or wholly delivered within Africa, 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 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 and Section 7 and 8 on welfare and critical incidents.

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.
- Health services in Africa differ vastly from country to country and participants may still want to take advantage health services in certain countries.
- Many health insurance policies exclude 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, acting as 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.

Course Providers will also need to manage such instances as per the Australia Awards Africa Critical and/welfare incident policy (Outlined in Section 7 and 8 below).

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 Palladium as soon as possible and within a maximum of 24 hours.

7 Welfare incidents

A welfare incident is any event or situation that adversely affects, or has the potential to effect, a participant during their award studies.

A range of situations may qualify as welfare incidents, including:

- Any incident where a complaint is lodged or a participant is otherwise accused of harassment, sexual harassment or bullying
- Any incident where a participant lodges a complaint or otherwise alleges they have been the victim of harassment, sexual harassment or bullying
- Please refer to the DFAT policy on Preventing Sexual Exploitation and Abuse
- Any time that a participant is diagnosed with a severe or chronic illness (including mental illness), or admitted to hospital in a non-emergency situation
- Any time that a participant notifies that they are pregnant
- Any time a participant is referred for counselling
- Any time a participant is the victim of a crime overseas
- Any time that a participant is un-contactable and has been absent from all classes for one full day without explanation
- Any time that a participant notifies that a member of their family has died overseas; and
- A natural disaster that occurs outside the delivery location and may affect a participant (i.e. in the home-country of participants).

Both DFAT and Palladium are concerned with the participant's welfare. Once reported, welfare incidents are managed on a case-by-case basis. DFAT respects the right to privacy of all participants. However, to ensure that DFAT, Palladium or training institutions can provide appropriate support and assistance, we recommend that participants bring all welfare incidents to the attention of the training institution.

8 Critical incidents

A critical incident is defined as an event or situation, including:

- any suspected breach of laws by a participant, which results in the participant being questioned, detained or charged with any criminal offence
- any time that a participant is the victim of a crime while on training
- any incidence of domestic violence involving a participant, either as a victim or a perpetrator
- any time that a participant is admitted to hospital unexpectedly or in case of an emergency
- the death of a participant during their scholarship studies, in Australia or Africa; and
- a breach of the terms of the agreement with the Commonwealth of Australia.

A participant must immediately contact their training institution if they are involved in a critical incident or if they are aware of a critical incident involving another participant.

9 Staffing

9.1 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.

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: preferably a female position that supports Participants' welfare, health and recreation needs

9.2 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 is able to 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, particularly in Africa
- Experience in project management/administration highly desirable.

9.3 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 RAPs in ways that are practical and contextually localised.
- In consultation with the Australia Awards Africa GEDSI Manager, assists Course Provider to develop and implement a Disability Support Plan, where necessary

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 Africa.

9.4 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 transport, accommodation, site visits, recreational activities and training venues for participants for the duration of their stay in the host country
- 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.

9.5 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 the host country's 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
- 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 services in the absence of the official Interpreter during medical appointments, 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 role is highly preferable
- Fluency in English and wherever possible, French and/or Portuguese
- Excellent interpersonal communication skills
- Strong understanding of Australian systems and culture
- Strong understanding of the participants culture and cross-cultural issues. Native country background in an African country is highly preferable.

10 Interpreting and translation

10.1 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.

10.2 Interpreter

Australia Awards Africa short courses require participants to have a competent level of English to participate on the program. It is envisioned that some participants may need ad-hoc support, particularly when discussing or engaging in technical topics. In such instances, a member of the Course Provider delivery team can support the participants on an ad-hoc basis. No formal interpreters will be supported.

The Welfare Officer (or any suitable Course Provider team member) may also provide interpreting services during social activities, on weekends or after hours, at doctor visits, etc., but should not be expected to act as the main interpreter.

10.3 Translation Services

Course Providers may (and are encouraged to) consider translating key program documents. The cost to translate program documents must be included in the budget proposal.

11 Gender Equality, Disability and Social Inclusion (GEDSI) for participants

11.1 Purpose of this section

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 also ensures participants understand how they can promote inclusion, equity and fairness in their professional and personal lives.

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

Courses delivered in Australia 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, Course 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.

If delivery is taking place wholly in Africa, the Course Provider must include an information session about Welcome to Country and Acknowledgement of Country so that African participants may learn more about Australia's culture and traditions.

11.3 Disability inclusion

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 measures an education 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 need to ensure appropriate reasonable adjustments have been made and a Disability Assessment must be completed. 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.

12 Orientation program

12.1 Purpose of this section

This section outlines objectives and requirements for the successful orientation of participants in the host country and provides guidance on content, activities, and scheduling.

12.2 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 host country context.

12.3 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 processes 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
- 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 (eg medical assistance, out of hours support, etc.)
- planned recreational activities, including schedule, coordination and participation
- host country cultural norms and acceptable behaviour, cross-cultural communication and basic slang/colloquialisms.

12.4 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.

12.5 Scheduling of the orientation program

The orientation program should begin within 24 hours of participants' arrival in the course location.

12.6 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 the delivery location.

13 IT and Communications

13.1 Purpose of this section

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

13.2 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 \$30AUD or equivalent 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.
- No further airtime or data allowances will be given.

13.3 Accommodation phone

To assist in managing communication expenditure and in consideration of the higher charge rates of some accommodation providers, it is strongly recommended that participants only have access to landline phones that are 'pay as you go'.

13.4 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.

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 Program to make appropriate arrangements.

13.5 Internet access

Participants must be provided with internet access for study and personal use. It is recommended that accommodation should have internet connection included in the cost of the room and should be easily available at the campus in which the course is to be delivered.

14 Managing Participant Withdrawal from a Short Course

14.1 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 or in Africa. 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.

14.2 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 Palladium.

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.

14.3 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 Palladium.

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

15 Managing Participant Non-Attendance During Online Delivery

15.1 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.

15.2 Background and Summary

Some stages of short courses are increasingly being 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.

15.3 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.

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 Course 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 participants RAP.

Any official withdrawal of a participant from the course will be communicated to the participant by Palladium.

16 Budget

16.1 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 9 (Staffing), Section 3 (Allowances and travel); Allowances and travel

16.2 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.

16.3 Fixed and reimbursable costs

The course budget divides course costs into fixed and reimbursable budget lines. The fixed costs are approved on the basis of the contract negotiation and, although they are subject to reporting and possible audit, will not be varied unless through a further budget request or a contract variation.

Payment against the reimbursable budget lines will be for the actual, verified course costs that have been incurred. Course Providers must provide evidence of these costs when making their final claim. The Program may also check these claims through an audit process. Course Providers must adhere to standard Commonwealth Procurement Guidelines when sources goods or services on behalf of the Program.

16.4 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.

16.5 Reporting requirements

All invoices linked to the achievement of contractual milestones must include a detailed financial report. The Program does not provide a standard format for this financial report, because each Course Provider has their own finance systems and reporting formats. However, a spreadsheet format to summarise costs against relevant budget lines, both fixed and reimbursable is preferred.

The reimbursable expenditure requires more 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 receipt.

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

17 Short Course Monitoring, Evaluation and Learning (MEL)

17.1 Purpose of this section

This section outlines the expected outputs and outcomes of short courses as part of the broader Australia Awards Africa. 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.

17.2 M&E Framework

The Program is in the process of developing a complete Monitoring and Evaluation Framework and wider Monitoring and Evaluation Plan. The information and indicators provided in this section are preliminary and subject to change.

The framework seeks to gather evidence supporting the four major project outcomes:

- Alumni are using their new knowledge, skills and attitudes to contribute positively in their professional fields or communities.
- Alumni are using skills, knowledge and attitudes to contribute to gender equality.
- Alumni have, or support, links with Australia, Australian organisations, or other Australia Awards alumni.
- Alumni view Australia and Australians in a positive light.

While the outcomes focus on the long-term impacts of the Award, Course Providers and the Program must report on immediate outputs and intermediate outcomes related to short course quality, delivery, course content, Participant satisfaction, Participant learning and gender, disability & social inclusion.

17.3 Short course outputs and outcomes

The Course Provider must evaluate and report on the following outputs, the Program will report on the long-term outcomes:

Outputs
High-quality course delivered and tailored to participant needs and profession
Participants receive training and awareness on gender, disability, and social inclusion
Participants acquire skills to support the implementation of their return-to-work plans
Participants develop a positive perception of Australia and its people
Networking opportunities are created for participants with relevant organisations

The Program will in turn monitor, evaluate and report on the following outcomes:

Outcomes

Alumni are effectively use the skills and knowledge gained from the course in their professional fields or communities

Alumni actively promote and effect gender equality, disability inclusion, and social inclusion activities at work or in their communities

Reintegration plans are effectively implemented, contributing to improved organisational performance and social impact

Positive changes observed at alumni's organisations aligned with the reintegration plans

Alumni maintain a positive view of Australia and its people, contributing to improved bilateral relations

17.4 Short course indicators and data collection

The Course Provider should consider the following guiding questions in their data collection and reporting

Category	Guiding Questions
Quality of selected participants	How do the selected participants' qualifications and experience align with the course?
Quality of course delivery	How does the course delivery cater to diverse learning needs and preferences of participants? How timely, accessible, and reliable are the course resources and support services provided to participants?
Quality of course content	How effectively does the course content integrate theory and practice, cater to diverse learning styles, and promote critical thinking and problem-solving? How relevant, accurate, comprehensive, and up to date is the course content? Does it consider the participants' local context? How does the course content address key concepts and issues related to the subject matter, including gender equality, disability inclusion, and social inclusion? How does the course ensure participants can build networks with relevant organisations?
Course completion	What is the course completion rate, and how does it vary by demographic, such as gender and disability status?
Student satisfaction	How satisfied are participants with the instructional methods, course materials, and support services? Which aspects of course delivery do participants find most beneficial, and which areas need improvement? How does participants' satisfaction with course delivery affect their overall learning experience and performance? What factors influence participant' engagement and participation in the course?

Student knowledge acquisition

How well do participants understand and retain the knowledge presented in the course?

How are participants applying the skills, knowledge and networks gained from the course to contribute to development upon return?

The Program has developed a set of indicators to be used by the Course Provider and the Program to assess the performance of short courses. For each descriptive indicator, a total number and percentage should be provided together with a disaggregation along gender and disability status.

Indicator	Data Source	Responsibility
Number and percentage of participants who rate the course content as high quality	Participant Survey	Provider
Number and percentage of participants who report increased understanding of gender, disability, and social inclusion issues post-course	Participant Survey	Provider
Number and percentage of participants who report acquiring relevant skills for the implementation of their RAPs	Participant Survey	Provider
Number of reintegration plans refined to be SMART and endorsed by Course Provider	Provider Report	Provider
Number and percentage of participants who increased their knowledge and skills based on pre and post-course tests	Provider Report	Provider
Number and percentage of Alumni who report using their skills and knowledge six-months after return	Alumni Surveys/Workshops	MEL Team
Number and percentage of Alumni who report establishing or maintaining networks six-months after return	Alumni Surveys/Workshops	MEL Team
Number and percentage of Alumni who attribute the Award to effecting change in their organisation or community	Alumni Surveys/Workshops	MEL Team
Number and percentage of Alumni who have implemented or are implementing their RAPs.	Alumni Surveys/Workshops	MEL Team
Number and percentage of Alumni who maintain a positive view of Australians and Australia six-months after return	Alumni Surveys/Workshops	MEL Team

17.5 M&E by the Program

The Program will liaise with the Course 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), 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 CLEs.

17.6 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 CLE. 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. The pre- and post-testing data must provide an assessment of the number of participants who have demonstrated the required skills and knowledge increase, so the Course Provider can report data.

18 Short course reporting

18.1 Purpose of this section

This section outlines the reporting requirements for short courses.

18.2 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 Program.

This is done via 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.

18.3 Preliminary Activities Report

Once the preliminary activities are completed, the Course Provider is responsible for summarising and reporting on the main findings from the Participant Needs Assessment; the preliminary activities and Return to Work Plan 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 their proposed Return to Work Plan topics
- links to resources delivered (i.e. to the LMS)
- outcomes of English Language Assessments

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

18.4 Core Learning Elements report

Once the CLEs are completed, the Course Provider must electronically submit a report of no more than 15 pages, plus annexes including relevant M&E tools and analysis. The purpose of this report is to:

- provide a brief overview of the CLEs
- 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 provided to Palladium.

18.5 Core Learning Elements report content

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 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 RAPs
- Progress with the development of RAPs
- 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 their 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

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)
- impacts of illness on participant attendance.

Financial 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
- Commentary on any budget/cost issues.

18.6 Applied Learning Activities report

The Applied Learning Activities report summarises the successes and challenges of the short course as well as the participant's experience implementing their RAPs.

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 RAP
- a summary of challenges participants have faced in implementing their RAP
- Participants' insights on the short course and its relevance to their working life
- a summary of any activities completed by participants prior to the Applied Learning Activities (for example, touch points for RAP mentoring)
- extent to which participants have been able to adopt practices learned during the course
- copies of all RAPP Workbooks / presentations
- Impacts of illness on participant's attendance during the Applied Learning Activities program.

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

19 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 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:

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

19.1 Notes for Course Providers

1. This CPPA will be discussed with the Course Provider during a de-brief meeting arranged by the Program approximately four (4) weeks after the Applied Learning Activities.
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 Applied Learning Activities Report.
3. The CPPA will be provided to TAPs to inform on past performance when Course Providers have submitted proposals for upcoming short courses.
4. Milestone Payment 3, per the Service Agreement, shall be reduced by 10% (ten per cent) for each criterion scored 3 or less.

19.2 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 RAPs - 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. Reintegration Action Plans (RAP)	- RAP are achievable within the time frame of the short course - RAP proposed outcomes are measurable	

	<ul style="list-style-type: none"> - RAPs are aligned with participants work and/or country development priorities - RAPs have been endorsed by the participants employer - Approved RAP templates are used and/or any modifications have been approved by the Program. 	
4. Networking	<ul style="list-style-type: none"> - Participants were provided with a range of opportunities to network with one another - Participants met with relevant counterparts. 	
5. Participant Satisfaction	<ul style="list-style-type: none"> - At least 85% of participants rate their overall satisfaction with the course as 'satisfactory' or higher. 	
6. Documentation	<ul style="list-style-type: none"> - Key contract documents require no more than one review and are submitted on time (see Schedule 2: key Contract Timelines). 	
7. Budget	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 48 hours response time for all email communication (business days). 	
10. Social media and communications materials	<ul style="list-style-type: none"> - All external social media and communications material are approved in advance of publication. 	
11. Short Course Provider Handbook	<ul style="list-style-type: none"> - All aspects of short courses are aligned with the Short Course Provider Handbook. 	
12. Australia Awards templates	<ul style="list-style-type: none"> - Key contract documentation is submitted using program templates where they have been provided. 	

20 Public diplomacy and media

20.1 Overview of this section

The Course Provider will develop a Communication and Social Media Plan outlining an appropriate approach to media and communications for promoting the short course and Australia Awards. The key objective of the Plan is to identify potential opportunities to showcase Australia's expertise in priority areas or promote Australia as an active partner in Africa's development. These opportunities include communication content about course participants which Australia Awards can use across its different media platforms.

The Plan must consider the Australian Government's Public Diplomacy Objectives and the Australia Awards Global Strategy. Promotion communication channels should include traditional and social media, as both are practical tools for promoting Australia Awards short courses.

Course Providers should update Palladium with communication and visual evidence of participants'/ alumni's success stories and photographs. Evidence that demonstrates and highlights the development contributions made by alumni with the implementation of their RAPs.

Field visits and other action-oriented activities during the short courses provide an excellent opportunity for photos and content that may be used for communications products, other content and public diplomacy activities. The Communication and Social Media Plan should also include the use of communication products such as image cards, vlogs or short videos. Palladium may use these communication products to showcase the short course outcomes in other Australia Awards media.

Photographs should be of high quality (at least 300 dpi), be action-oriented and showing participants engaging, viewing, and reacting to what they see and learn at the site. Photo captions and a brief write-up on the field visit should be included for Palladium. The photos should also be accompanied by quotes from participants reflecting their reaction/feedback on what they have learned during the site visit. The quotes should be accompanied by full details of the participants being quoted, i.e. full name, country and job title. Groups and individuals, including women and persons with disability and diversity of countries participating in the course should be taken into consideration. In addition to the field visits, Short Course Providers may also share content during events such as the closing ceremony and handing over of certificates, networking events and gala dinners.

Course Providers should ensure the Program receives the opportunity to approve content intended for external distribution before publishing and dissemination.

The Australian Government's contribution will be recognised throughout promotions, enabling participants to identify that they are a recipient of a prestigious Australia Award.

21 Alumni Engagement

The Australian Government has a strong interest in strategic engagement with alumni from Australia institutions, including Australia Awards alumni. Alumni stand central to the outcomes of the Program. Where possible, Course Providers should include opportunities for participants to gain access to course relevant networks to ensure that they build and support links with Australia, Australian organisations, or other Australia Awards alumni.

Short Course Providers should stress the need for participants to actively seek out these networks and links with Australian organisations and professional groups and institutes, think tanks, policy institutes and research institutes. Alumni should also be encouraged to join and actively take part in the Australia Awards Africa and the Global Alumni network activities. These activities include the provision of networking and professional development activities and opportunities to join alumni associations, career groups and communities of practice.

Short Course Providers with a list of prominent alumni with the potential to implement their