ASEAN-Australia Centre

ASEAN-Australia Centre Leadership Program (ALP)

Short Course Provider Handbook

October 2025

Abbreviations and acronyms

Term	Meaning
ALP	ASEAN-Australian Centre Leadership Program
AUD	Australian dollar
CPPA	Course Provider Performance Assessment
DFAT	Department of Foreign Affairs and Trade (Australia)
GEDSI	Gender equality, disability and social inclusion
IT	Information technology
MEL	Monitoring, evaluation and learning
RFT	Request for Tender

ASEAN-Australia Centre

Contents

Abbreviations and acronyms i
1. Introduction 1
1.1. Purpose 1
1.2. Background 1
1.3. Roles and responsibilities 1
2. Course provider staffing 2
2.1. Purpose of this section 2
2.2. Summary of mandatory staffing 2
2.3. Course Leader 2
2.4. Course Coordinator 3
2.5. Welfare Officer 3
3. Preliminary activities 5
3.1. Purpose and content of this section 5
3.2. Participant selection and information 5
3.3. Participant needs assessment 5
3.4. Pre and post course tests 5
3.5. Course Outline 5
3.6. Pre-departure briefing 5
4. Travel and allowances 6
4.1. Purpose of this section 6
4.2. Visas and international travel 6
4.3. Participants' travel costs in Australia 6
4.4. Participants' allowances in Australia 6
5. Travel and health insurance 7
5.1. Purpose of this section 7
5.2. Insurance requirements 7
6. Orientation program 8
6.1. Purpose of this section 8
6.2. Objectives of the orientation 8
6.3. Mandatory orientation content 8
6.4. Suggested activities 8
7. Accommodation 9
7.1. Purpose of this section 9
7.2. Standard and type of accommodation in Australia 9
7.3. Sharing requirement 9
7.4. Location of accommodation 9
8. IT and communications 10
8.1. Purpose of this section 10
8.2. Mobile phone use 10
8.3. Accommodation phone 10
8.4. Computer access 10
8.5. Internet access 10
8.6. Digital platforms 10

9. Participant welfare and medical support 11
9.1. Purpose of this section 11
9.2. Health care service provision 11
9.3. Welfare Officer 11
9.4. Safeguarding and psychosocial support 12
10. Critical incidents 13
10.1. Purpose of this section 13
10.2. Definitions 13
10.3. Incident reporting and escalation 13
10.4. Participant care and confidentiality procedures 14
11. Managing online and in-person participant non-attendance 15
11.1. Purpose of this section 15
11.2. Background and summary 15
11.3. Short course provider responsibilities 15
11.4. Adaptive support strategies 15
12. Managing participant withdrawal from short course in-Australia component 16
12.1. Purpose of this section 16
12.2. Indications of intention to leave and dissuading 'over-stayers' 16
12.3. Actions to be taken by course provider 16
13. Gender Equality, Disability and Social Inclusion (GEDSI) 17
13.1. Purpose of this section 17
13.1. Program commitment 17
13.2. Course provider requirements 17
13.3. Recognition of Australia's Aboriginal and Torres Strait Islander people 17
13.4. Disability inclusion 17
14. Budget 19
14.1. Purpose of this section 19
14.2. Budget timing and justification 19
14.3. Fixed and reimbursable costs 19
14.4. Budget line transfers 19
14.5. Reporting requirements 19
15. Short course monitoring, evaluation and learning (MEL) 20
15.1. Purpose of this section 20
15.2. M&E framework 20
15.3. Program logic 20
15.4. Short course deliverables 20
15.5. M&E by Palladium 21
15.6. M&E by course providers 21
16. Short course reporting 22
16.1. Purpose of this section 22
16.2. Responsibilities for reporting 22
16.3. Preliminary Short Course Component Report 22
16.4. In-Australia Short Course Component Report 22
16.5. Applied Short Course Component Report 23
17. Public diplomacy and media 24

17.1. Overview of this section 24
17.2. Branding standards and templates 24
17.3. The Centre's logo usage guidelines 24
17.4. Engaging with the media 24
17.5. Engaging with the Centre online 25

1. Introduction

1.1. Purpose

This Handbook provides guidance for ASEAN-Australia Centre Leadership Program (the Program) short course providers on their role and requirements in the design, delivery and management of short courses to meet the intended objectives and learning outcomes. The Short Course Provider Handbook is a living document and will be updated to reflect new initiatives and policy and procedural changes.

1.2. Background

The ASEAN-Australia Centre (the Centre) builds on the Australian Government's commitment to deepen engagement with Southeast Asia for a peaceful, stable and prosperous region. The Centre supports the ASEAN-Australia Comprehensive Strategic Partnership and implements recommendations from Invested: Australia's Southeast Asia Economic Strategy to 2040. The Centre was announced by the Prime Minister of Australia at the ASEAN-Australia Special Summit in March 2024 and has been operational since 1 July 2024.

The Centre delivers programs and initiatives across four strategic pillars – Southeast Asia literacy, economic linkages, education and cultural connections. The ASEAN-Australia Centre Leadership Program (the Program) supports the Centre's work to build a network of future ASEAN leaders with strong connections to Australia, who will drive positive change across Australia and Southeast Asia.

The ALP consists of two tiers of programs in Australia: short courses and emerging leaders programs. The in-bound short courses aim to build technical capacity, knowledge and expertise of Australian, ASEAN and Timor-Leste participants in the science, technology, engineering and mathematics (STEM) and resources sectors.

1.3. Roles and responsibilities

- **The ASEAN-Australia Centre**: provides strategic oversight and funding for the short courses and is the key point of contact for Posts from ASEAN member countries and Timor Leste.
- **ASEAN member countries and Timor Leste Posts**: support the promotion of short course opportunities to potential participants.
- **Palladium**: manages the Program on behalf of the Centre including the contract with the course provider. Palladium is the main point of contact for the course provider and ensures that short courses align with the Program's objectives and short course intended outcomes, meet quality standards and reflect DFAT's policy priorities. Palladium organises participant travel to and from Australia and supports the visa application process.
- **Course providers:** Design, deliver, and evaluate courses according to this Handbook and the contract Scope of Services. Course providers are responsible for all aspects of course management, including staffing, pre-course preparation, delivery, logistics, participant welfare, financial management, monitoring and learning evaluation and reporting.
- **Participants and partner institutions:** Participants are selected based on the identified participant profile aligned to course outcomes. They are expected to actively engage with course activities and apply their learning. Supervisors and partner organisations must endorse participant engagement and are encouraged to support the implementation of learning outcomes in the workplace.

2. Course provider staffing

2.1. 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.

2.2. Summary of mandatory staffing

The **minimum** staff are:

- **Course Designer:** leads the design of the short course (may also be the Course Leader)
- **Course Leader:** leads the delivery team and is the primary technical facilitator
- **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

2.3. 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
- conducts course sessions, supervises and coordinates inputs from other presenters and organisations, and makes final decisions about the course program to ensure the course can adapt to participant profiles
- ensures participants' experiences are structured and analysed so they relate to the home country's 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 short course 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, students from Southeast Asia is highly desirable.
- Southeast Asia cultural literacy is highly desirable.
- Experience in project management/administration is highly desirable.

2.4. Course Coordinator

Responsibilities

The Course Coordinator:

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

Qualifications and experience

- Qualification in administration or other relevant fields is highly preferable.
- High level administration/coordination experience.
- Excellent interpersonal communication skills.
- Experience in education administration, particularly short courses, is highly preferable.
- Experience working with international beneficiaries, particularly from Southeast Asia, is highly preferable.
- Southeast Asia cultural literacy is highly desirable.

2.5. Welfare Officer

Responsibilities

The Welfare Officer is accommodated with the participant group while in Australia. The Welfare Officer's key roles are to:

- monitor and provide general welfare support for participants, including providing orientation support and advice on any issues encountered, accompanying groups on all site visits and supporting recreational trips, and staying at the same accommodation as participants
- monitor and provide specific health and wellbeing-related welfare support for participants, including explaining Australian health care requirements and confirming the medical insurance policy and exclusions
- accompanies individuals to any medical appointments (if requested)
- monitor and provide support to female participants in particular, including taking any opportunities to enrich the female participants' experience while in Australia
- act as the key liaison between the participant group and the course delivery team and
- assist the Course Coordinator as required, particularly with participants' arrival and departure, and organising activities, site visits and recreational activities.

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.
- Excellent interpersonal communication skills.
- Strong understanding of Australian systems and culture.
- Strong understanding of Southeast Asia culture and cross-cultural issues.

3. Preliminary activities

3.1. Purpose and content of this section

This section details the standard, key activities that are undertaken before the core in-Australia learning activities commence.

3.2. Participant selection and information

Palladium is responsible for managing the logistics of participant selection process with reference to DFAT for final vetting and will provide the course provider with participants details including their profile and motivation for participating in the course. Where feasible within timeframes, Palladium may request a course provider representative to participate in the interview panel (at an additional fee not costed within this proposal).

3.3. 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 Short Course Component, via an online survey, developed by the course provider.

3.4. Pre and post course tests

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 short course component. Pre-course test results are included in the Preliminary Short Course Component Report. The post-course test is administered at the end of the in-Australia short course component. The post-course test results, together with a brief analysis of changes to the scores are included in the In-Australia Short Course Component Report.

3.5. 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.

3.6. Pre-departure briefing

The course provider will conduct a pre-departure briefing with short course participants covering the content and format of the short course, in-Australia travel and logistical information, and address any questions.

Course providers must prepare a pre-departure booklet containing logistical and cultural information to prepare participants for travel to (and from) Australia and to facilitate their integration during the in-Australia short course component.

4. Travel and allowances

4.1. Purpose of this section

ALP short courses are funded by the Australian Government through the Centre. This section clarifies requirements, payment responsibilities and sets amounts to be paid.

4.2. Visas and international travel

Palladium is responsible for liaising with participants to arrange their visas (and any associated pre-departure health checks) and procuring participants' international return travel.

4.3. Participants' travel costs in Australia

Any intra-state travel costs in Australia incurred as part of the short course are to be included in the course provider's budget. The course provider is responsible for organising and procuring this travel where feasible within the available budget envelope and specified as part of the approved course outline.

The current budget **does not provide funds for interstate course delivery travel** or for participants' personal travel.

4.4. Participants' allowances in Australia

All participants are paid an allowance (per diem) of up to AUD100 per day during their time in Australia. The total allowance is calculated based on '*number of nights in Australia plus one'* (to allow for return travel). The per diem covers personal costs not directly provided by the course provider, such as meals, incidentals, local transport, and minor expenses.

The exact amount of the per diem allowance depends on whether some meals are already provided (e.g. breakfast by the accommodation provider or lunch at the training venue). When meals are provided, the standard rate is adjusted as follows:

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

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

Payment of per diems must be:

- Made in advance (preferably on arrival or during orientation)
- Issued via secure and accessible methods (e.g. prepaid cards or cash)
- Accompanied by a clear explanation of intended use and spending responsibilities

5. Travel and health insurance

5.1. Purpose of this section

This section provides guidance to course providers on participants' health insurance requirements. The Centre is seeking to implement consistent policy arrangements across short courses and to ensure adherence to Australia's immigration requirements.

Section 9 of this Handbook deals with medical treatment assistance and outlines the level of service required from course providers to support any participant requiring medical attention while in Australia.

5.2. Insurance requirements

The Australian Government (through the Department of Home Affairs) requires all holders of a student or visitor visa to maintain health cover during their stay in Australia.

All short course participants will have health and travel insurance covered under the Palladium corporate insurance policy.

As part of the pre-departure briefing, the course provider will 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 will be provided with contact details of the insurer and the scope of cover. The course provider is responsible for briefing participants on:

- procedures should participants fall ill while in Australia (e.g. contact the Welfare Officer in the first instance)
- assistance to arrange treatment for non-urgent existing conditions may not be supported by the course provider and will not be covered under the insurance policy.

It is the participant's responsibility to bring their own medications and prescriptions. Participants must be informed by the course provider of the legal regulations surrounding the importation of medication into Australia.

6. Orientation program

6.1. Purpose of this section

This section outlines objectives and requirements for the successful orientation of participants in Australia and provides guidance on content and activities.

6.2. Objectives of the orientation

The orientation program should begin within **24 hours of participants' arrival** in Australia and objectives are that participants:

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

6.3. 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** and facilities
- **expectations** for attendance and behaviour
- **per diem** amounts, payment processes and intended use
- **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 SIM cards and credit, use of laptops and internet and email access
- outline of **academic and welfare support** mechanisms available (e.g. medical assistance, out-of-hours support, etc.)
- health and safety briefing to outline potential risks, necessary precautions, and emergency procedures
- planned **recreational activities**, including schedule, coordination and participation
- **Australian cultural norms and acceptable behaviour**, cross-cultural communication and basic slang/colloquialisms.

6.4. Suggested activities

Some suggested activities for the orientation program are:

- 'get to know you' activities with the course provider team
- interactive tour of the local area
- cross-cultural communication case studies.

7. Accommodation

7.1. 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.

7.2. Standard and type of accommodation in Australia

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
- three star minimum
- separate bathrooms wherever available and within budget.

7.3. 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).

7.4. 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 and proximity to city centre, shops, public facilities and food outlets.

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,
- use of shared accommodation facilities,
- location of nearby shops and public facilities’
- acceptable cultural behaviour,
- safety and security and rules on smoking.

8. IT and communications

8.1. Purpose of this section

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

8.2. Mobile phone use

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

Course providers are to brief participants on all relevant local and international call and usage charges and how to purchase new and/or re-charge their phone credit

8.3. 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'.

8.4. 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. The 'participant needs assessment' should confirm which participants will bring their own devices.

For the online components of short courses, it is essential that participants have access to their own laptop and data. If the participant needs assessment finds there are participants who cannot meet these requirements, the course provider will work with Palladium to make appropriate arrangements.

8.5. Internet access

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

8.6. Digital platforms

To ensure an effective learning experience, the course provider should include training on digital platforms and tools utilised throughout the course. These may include Learning Management Systems (e.g. Moodle, Canvas, Edmodo), communication and virtual meeting platforms (e.g. WhatsApp, Microsoft Teams) and assessment platforms (if used). Course providers are responsible for:

- providing access to user-friendly guides or video walkthroughs for each digital platform
- conducting thorough testing of all tools before the orientation session
- offering personalised assistance when needed, including one-on-one support, particularly for participants with limited experience using digital technologies

Additionally, **online safety and appropriate digital behaviour (netiquette)** should be addressed.

9. Participant welfare and medical support

9.1. Purpose of this section

Participant wellbeing is a core to achievement of Program outcomes. The Welfare Officer plays a critical role in ensuring that all participants feel safe, supported and able to fully engage in the learning experience of the short course. This section outlines expectations of the level of support course providers must provide to facilitate participants' well-being and medical support. It should be read in conjunction with Section 5 on travel and health insurance.

9.2. Health care service provision

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
- Palladium's health insurance policy excludes coverage for pre-existing medical conditions.

9.3. Welfare Officer

All course providers must have a Welfare Officer as part of their delivery team. The Welfare Officer is the main point of contact for participants needing support with health, wellbeing or urgent issues. The Welfare Officer will be accommodated with the group and readily available and equipped to provide pastoral care.

The Welfare Officer is required to:

- conduct regular welfare check-ins and respond to any emerging concerns
- provide advice and support on accommodation, transport and general daily living issues and concerns
- observe group interactions, recognise signs of disengagement or distress, and respond with appropriate support
- support and monitor participants during illness, injury, psychological distress, or participants undergoing any form of medical treatment
- make arrangements for any participant who is unwell to attend a general practice, psychological services, or a suitable clinic
- attend the clinic with the participant (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 and ensure the participant fully understands the dosage and frequency of any medication
- keep the Course Coordinator informed of any welfare or medical situations, while maintaining participant privacy.
- escalate any safeguarding or critical incidents as required.

If a participant needing medical attention is of a different gender than the welfare officer, it may be appropriate for another team member or participant of the same gender to accompany them to the appointment.

The Welfare Officer must keep a written record of any health-related issues or medical assistance provided to participants. The Welfare Officer is responsible for safeguarding participant privacy by maintaining strict

confidentiality and securely managing all health and welfare-related records, in full compliance with Australian privacy legislation.

9.4. Safeguarding and psychosocial support

Course providers are responsible for fostering a learning environment that is safe, inclusive and free from harassment, exploitation or abuse. This includes adhering to DFAT's policies and guidelines, including Preventing Sexual Exploitation, Abuse and Harassment (PSEAH) Policy and Child Protection Policy.

The Welfare Officer and course team must be equipped to recognise safeguarding concerns, respond with care to any disclosures and follow Palladium's established incident reporting procedures. This includes:

- immediate verbal or written notification to Palladium of any safeguarding incidents
- completion of an Incident Report
- coordinated response in consultation with Palladium and the Centre.

During the Pre-Departure Briefing participants must be informed of their rights, responsibilities and how to report concerns. Palladium will provide a standardised PSEAH session for inclusion in the briefing.

Participants who experience bereavement, personal loss, or other distressing circumstances during the course should be supported with empathy and flexibility. Where appropriate, the Centre may grant compassionate leave or approve an early return home on a case-by-case basis.

10. Critical incidents

10.1. Purpose of this section

This section defines critical incidents and the processes for managing and reporting such incidents.

10.2. Definitions

A critical incident refers to any event or situation that significantly impacts, or poses a serious risk to, a participant's safety, wellbeing, or ability to complete the short course.

Critical incidents may include (but are not limited to):

- Admission to hospital due to illness, injury, urgent medical condition or emergency
- Death of a participant
- A participant reported missing or is unaccounted for
- Involvement in criminal activity, either as a victim or alleged perpetrator (e.g. theft, assault, sexual harassment)
- Incidents involving gender-based violence or breaches of safeguarding protocols
- Natural disasters impacting short course delivery or participant safety
- Mental health crises, such as risk of self-harm
- Accidents occurring during short course activities
- Any situation with potential media, legal, or diplomatic consequences

10.3. Incident reporting and escalation

If a critical incident occurs, the course provider must:

1. **Immediately prioritise ensuring participant safety and access to medical or legal support.**
    - The Welfare Officer or Course Coordinator should accompany the participant where needed and ensure immediate needs are addressed and met.
    - Emergency services should be contacted via 000 in Australia.
2. **Inform the Palladium as soon as possible, ideally within one hour of becoming aware of the incident.**
    - Use both phone and email to ensure the Palladium receives notification of the incident.
    - Provide preliminary details including:
        - Participant(s) name and country
        - A brief description of the incident, including the time and location of the incident
        - Any actions taken in response to the incident, and/or actions that are going to be taken
        - Current condition or status of the participant(s)
3. **Submit a formal Incident Report within 24 hours**
    - Include a detailed timeline, names of any witnesses (if applicable), records of communication with emergency services, and any media engagement.
    - Continue to provide updates to Palladium as any new information or detail become available

Course providers must use the Palladium's official Incident Report Template to document all critical incidents

Palladium will ensure critical incidents have been escalated to the Centre immediately on notification from the course provider and will provide guidance on any further required actions. Course providers must not contact the Centre or the media directly without the Palladium's instruction or permission.

All individuals and parties involved must treat the situation with discretion, maintaining confidentiality and handle all information with sensitivity and respect for the participant and their family.

10.4. Participant care and confidentiality procedures

Course providers must use a trauma-informed approach when managing and responding to critical incidents. Key actions include:

- Designating a trusted staff member, usually the Welfare Officer, to offer consistent and ongoing support to the affected participant(s)
- Ensuring privacy and dignity are consistently respected
- Avoiding the spread of personal information or speculation within the group or to external parties
- Connecting participants with professional mental health or counselling services when required
- Keeping detailed and confidential records of all actions and communications related to the incident

If multiple participants are involved, the course provider should facilitate a group debrief or reflective session, where appropriate, and monitor the broader impact on the group.

Once the situation has been resolved, in serious cases, Palladium may coordinate a joint review or debrief with the course provider.

11. Managing online and in-person participant non-attendance

11.1. Purpose of this section

The purpose of this section is to outline the approach to managing participant non-attendance during in-person and virtual elements of short course delivery.

It is also intended to ensure smooth communication between the course provider and Palladium when a participant's attendance is identified as an issue which may impact completion of the short course.

11.2. Background and summary

Consistent attendance is a core requirement and expectation of all short courses. The course provider is responsible for actively tracking and addressing any instances of participant absence - whether during face-to-face or online sessions.

The pre and post components of the short courses are delivered virtually including synchronous and asynchronous activities. These delivery methodologies require increased awareness and vigilance on behalf of the course provider to ensure each participant remains engaged with the delivery team and the learning program.

11.3. Short course provider responsibilities

The course provider must notify Palladium immediately if they become aware of, or a participant notifies them, that they are unable to attend the course. The course provider must keep Palladium informed of the participant's attendance. Course providers must implement a system to:

- Record attendance at each session, including online sessions
- Promptly follow up with any participant who misses a session without prior notice
- Inform Palladium immediately in cases of unexplained full-day absences (for in-person delivery) or repeated absences in online sessions.

The Course Coordinator is responsible for maintaining an attendance log, which will be used to evaluate participant engagement and guide Palladium'sresponse in cases of significant non-compliance.

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 participant can fulfill the requirements of the course. This recommendation should also include a summary of attendance and work completed so far. Any official withdrawal of a participant from the course will be communicated to the participant by Palladium in consultation with the Centre.

11.4. Adaptive support strategies

When a participant's absence is supported by a valid reason, such as illness, a family emergency, or disability-related needs, course providers are expected to make appropriate adjustments that allow the individual to continue participating and successfully complete the course. Adaptive support strategies may include sharing recordings or concise summaries of missed sessions, scheduling extra one-on-one mentoring or follow-up calls and allowing extended timeframes for assessments or project milestones.

12. Managing participant withdrawal from short course in-Australia component

12.1. Purpose of this section

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

This section details the approach and procedures to be followed if a participant leaves the short course and/or fails to board the scheduled return flight from Australia.

12.2. 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.

12.3. 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 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.

13. Gender Equality, Disability and Social Inclusion (GEDSI)

13.1. Purpose of this section

This section outlines the Program's commitment to inclusive development and course providers requirements in short course design and delivery.

13.1. Program commitment

The Program is committed to inclusive development and recognises that achieving sustainable outcomes depends on the full and equitable participation of all people—regardless of gender, disability, ethnicity, sexual orientation, or socio-economic background.

Gender equity will be adhered to in the selection process. Women, people from diverse ethnic backgrounds and people with disabilities who meet the participant profile will be encouraged to apply.

The Program is inclusive and there may be participants with disability. In these instances, the course provider will be provided with further information so that reasonable adjustments and accommodations can be made as required.

13.2. Course provider requirements

At a minimum, course providers should:

- Seek to integrate GEDSI concepts and practical tools into course sessions, site visits and mentoring
- Ensure representation of diverse voices in examples, case studies and presenters
- Design learning activities that are inclusive and accessible to all participants
- Monitor and report on any GEDSI outcomes and provide disaggregated data

13.3. Recognition of Australia's Aboriginal and Torres Strait Islander people

If feasible within budget, short courses should 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.

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

13.4. Disability inclusion

Course providers will make reasonable adjustments to allow participants with disabilities to participate in short courses on an equal basis. Australian legislation regarding disability support and reasonable adjustments related to academic support applies.

Reasonable adjustments are measures a course provider is required to ensure students with disability can meet the academic standards of their course of study and participate on the same basis as students without disabilities. Reasonable adjustments may include alterations to the physical environment and other facilities, and changes to the way training is delivered and how 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 Palladium. To ensure appropriate reasonable adjustments have been made, Palladium 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 any learning platforms 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.

14. Budget

14.1. Purpose of this section

This section summarises Palladium's policy on approval of budgets for short courses. It should be read in conjunction with Section 2 (Course provider staffing), Section 4 (Travel and allowances).

14.2. Budget timing and justification

During contract negotiations, the course provider must submit the course budget to Palladium. Once approved, the course budget is attached to the contract between Palladium and the course provider and becomes part of that contract.

14.3. Fixed and reimbursable costs

The course budget divides course costs into fixed and reimbursable budget lines. The fixed costs are approved based on the contract negotiations 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. Palladium may also check these claims through an audit process.

14.4. 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 Palladium in advance.

14.5. Reporting requirements

All invoices linked to the achievement of contractual milestones must include a detailed financial report. Palladium 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.

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

15. Short course monitoring, evaluation and learning (MEL)

15.1. Purpose of this section

This section outlines the expected outputs and outcomes of short courses and describes the monitoring and evaluation (M&E) framework and tools Palladium and course providers use to monitor progress and evaluate the outputs and outcomes of short courses.

15.2. M&E framework

Palladium has developed an M&E framework for all short courses. It is aligned (very broadly) with Levels 1, 2 and 3 of the Kirkpatrick Evaluation Framework.

- **Level 1 – Reaction:** to what degree participants react favourably to the training
- **Level 2 – Learning:** to what degree participants acquire the intended knowledge, skills, attributes, confidence and commitment based on their participation in the training
- **Level 3 – Behaviour:** to what degree participants are applying knowledge, skills, attributes, confidence and commitment based on their participation in the training

Palladium is responsible for administering Level 1.

Course providers are responsible for administering Level 2 and analysing and reporting on results from Level 1 and Level 2.

15.3. Program logic

Palladium will share the program logic to provide clarity on the overall approach and expected results and outcomes. This will include knowledge, skills, and perspectives on linkages between Australian stakeholders and course participants.

15.4. Short course deliverables

Outputs	
Kirkpatrick level One	• Courses are managed well and meet participant learning needs
Kirkpatrick level Two	• Participants complete good quality relevant training or other activities • ASEAN and Timor-Leste participants establish networks with Australians • Australian stakeholders establish networks with ASEAN and Timor Leste participants
Outcomes	
Kirkpatrick levels Three	• Alumni have applied the knowledge and skills derived from the training • Alumni have improved perceptions and continued engagement with Australia

15.5. M&E by Palladium

M&E by Palladium will include ongoing monitoring during training delivery and administration of Kirkpatrick Level 1.

Level 1 – Reaction: Palladium will conduct a participant survey using a standardised template to assess the degree to which participants react favourably to the training. The survey will be conducted at the end of the in-Australia component. The focus of the survey will be on satisfaction with the quality of the training and administration and logistical support.

The results of the survey will be shared with course providers for analysis and inclusion in the *In-Australia Short Course Report*.

15.6. M&E by course providers

M&E by course providers will include ongoing monitoring of training delivery and evaluation of Kirkpatrick Level 2 using a pre- and post-training test for participants and a survey for Australian stakeholders. Palladium will provide course providers with standard pre- and post-training test and survey templates to customise to their designed training program. The final tests and survey will be reviewed and approved by Palladium.

Level 2 – Learning: On or before day one, course providers will administer the pre-training participant test. The post-training participant test will be administered on the final day of the in-Australia component. The pre- and post-training testing will assess the knowledge gained by participants during the training. These tests will be complemented by a survey of Australian stakeholders engaged in training delivery (e.g. presenters, speakers, etc.) to assess their perceptions and learnings. An analysis of the test results will be shared in the *In-Australia Short Course Report.*

16. Short course reporting

16.1. Purpose of this section

This section outlines the reporting requirements for short courses.

16.2. Responsibilities for reporting

Palladium is responsible for reporting to the Centre on the management and outcomes of short courses via a *Program Completion Report*. To compile this report, Palladium collects feedback and data from a variety of sources, including short course providers.

The course provider is responsible for reporting on short course delivery at completion of each course stage: online preliminary component, in-Australia component and online applied component.

16.3. Preliminary Short Course Component Report

Once the preliminary activities are completed, the course provider is responsible for summarising and reporting on the main findings from the participants' needs assessment and preliminary activities.

As a guide, the report should cover an overview of the services, activities and resources (including links) provided, as well as findings from the participant needs assessment and impact on the course program and delivery. The body of the report should be no more than 5 pages.

16.4. In-Australia Short Course Component Report

Once the in-Australia component is completed, the course provider must electronically submit a report of no more than 10 pages, plus annexes including pre and post testing and participant survey tools and analysis, and financial report. The purpose of this report is to: provide a brief overview of the in-Australia component, assess achievements to date against intended outputs and provide a financial report on short course delivery to date. All conclusions drawn in the report must be evidence-based. As a guide the *In-Australia Short Course Component Report* should cover:

- a very brief overview of the services and activities
- analysis of participant survey results
- analysis of the pre- and post-course test results
- commentary on suitability of participants, with recommendations for improving selection processes
- teaching methods used and analysis of applicability to the group
- sessions, approaches and activities that worked well and didn't work well
- networking opportunities and notable linkages made between participants and Australian counterparts
- names, organisation and email addresses for all guest presenters
- 10 high quality images.

For logistics, administration and welfare the report should also cover analysis on:

- any challenges with mobilising participants
- effectiveness of the orientation program
- suitability of venue, accommodation and transport arrangements
- welfare support for participants and any issues that arose during the course
- lessons learned and recommendations for future short courses.

The financial report should cover:

- acquittal of expenditure to date against the original budget, including an update on variances between agreed and actual reimbursable expenses, to assist Palladium to forecast and manage potential underspends in a timely manner
- commentary on any budget/cost issues.

16.5. Applied Short Course Component Report

The *Applied Short Course Component Report* summarises the successes, challenges and outputs of the short course and should include an infographic and complementary narrative. As a guide the report should cover:

- a very brief description of the course objectives, learning outcomes, topics, outputs and activities
- achievements against intended outputs including any capstone projects
- any issues, constraints and lessons learned for future short course delivery
- relevance of the course to the current roles of the cohort including participants' insights
- an article about the short course
- an attendance list.

The course provider will also submit a final financial reconciliation including supporting documentation.

17. Public diplomacy and media

17.1. Overview of this section

This section outlines branding requirements of short course providers, how to acknowledge the Centre and how to engage with media and online to promote Program outcomes. Course providers will be provided with the Centre's *ASEAN-Australia Centre's Brand Style Guide* and *Brand Guide for Grantees and Program Partners* for further information.

Course providers **must obtain approval of all promotional material including media engagement and online content that references the Centre or features the logo,** using the process outlined by Palladium.

17.2. Branding standards and templates

As a government-funded initiative, all ASEAN-Australia Centre Leadership Program short courses must comply with the branding and public diplomacy standards established by the Centre. Course providers play a key role in representing the Centre and, by extension, Australia's partnership with the ASEAN region.

Branding goes beyond logos and visual elements - it also encompasses consistent messaging about the program's purpose, the values it upholds and the narratives it shares.

The Centre must be acknowledged in all print and digital publications, promotional and advertising materials and public statements. In the first instance, the Centre should be referred to as the 'ASEAN-Australia Centre', then as 'the Centre'. It should not be referred to as 'the AAC' in any content.

17.3. The Centre's logo usage guidelines

Course providers must include the Centre's logo in all promotional material related to the short course. This includes – but is not limited to – program booklets, invitations, flyers, course materials, reports, presentations and name tags.

- In publications and annual reports, course providers must ensure that the use of the Centre logo does not imply the Centre endorses the views or information contained in the publication.
- It is always preferable to use the Centre's full colour logo. In-line and stacked versions of the logo are available to suit different layouts. If the logo needs to appear on a coloured background, use the reversed logo.
- The mono (black and white) logo should only be used where colour reproduction is not possible.
- Co-branding is permissible provided it is aligned to guidelines and approved by the Centre.

Course providers should refer to and follow the *ASEAN-Australia Centre's Brand Style Guide* closely to ensure proper use of the Centre's logo.

17.4. Engaging with the media

The Centre is supportive of course providers engaging with Australian and international media, if course providers:

- notify Palladium in advance of any planned media engagement
- acknowledge the Centre's support in all media products and materials

The Centre's preference is that course providers prepare materials on behalf of their organisation with reference to the Centre's support, rather than as a joint media release.

17.5. Engaging with the Centre online

The Centre has dedicated LinkedIn and Instagram pages, as well as a comprehensive website. Course providers are encouraged to connect with the Centre online and follow and tag the Centre in social media posts at the following handles:

- Instagram - @aseanaustraliacentre
- LinkedIn – ASEAN-Australia Centre

Course providers will be required to provide two social media posts to Palladium during the in-Australia component to highlight the short course through its networks. The post should be up to 100 words and include one-high quality image.

At a minimum, course providers are expected to:

- Seek Centre approval via Palladium of any content that references the ASEAN-Australia Centre and/or features its logo
- Share photos, videos and other multimedia with the Centre via Palladium – consent should be sought from all individuals identifiable in content intended for public distribution
- Notify the Centre via Palladium of any social media posts/online articles/blogs that can be reshared on Centre platforms