Student Entry Procedure

On application for enrolment, Ascet Tech ensures that all students are able to seek admission to a course program on the same basis. Where students have particular needs, these are discussed in open consultation with the student, and where appropriate, reasonable adjustments will be made in order to facilitate the student's enrolment.

Ascet Tech provides high quality course services, including training and assessment that is suitable and appropriate for each student.

Suitable means the training and assessment meets the individual’s needs, links to likely job and/or participation outcomes and minimises duplication of the individual's existing competencies; and

Appropriate means the training and assessment is delivered to regulatory and industry standards, uses delivery modes and durations optimised for the individual’s needs and includes reasonable support to facilitate the individual’s participation and attainment.

Ascet Tech focuses on supporting a prospective student to understand how their options may affect their future and, ultimately, helping them to choose the right training. This includes being prepared to suggest, in some instances, that none of its offerings are right for an individual. Where this is the case, Ascet Tech refers prospective students to relevant government websites in their jurisdiction as a good place to start to determine more suitable course options. Some example sites include:

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Course Gateways</th>
</tr>
</thead>
<tbody>
<tr>
<td>New South Wales</td>
<td>Smart &amp; Skilled</td>
</tr>
<tr>
<td>Queensland</td>
<td>QLD Skills Gateway</td>
</tr>
<tr>
<td>South Australia</td>
<td>Skills for All Gateway</td>
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<tr>
<td>Victoria</td>
<td>Victorian Skills Gateway</td>
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<tr>
<td>Western Australia</td>
<td>Future Skills</td>
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1.1.1. Academically Suited

Ascet Tech has implemented this student entry procedure to ensure that students are confirmed to be academically suited to undertake the particular course they wish to study.

To ensure students are academically suited, Ascet Tech’s student application and enrolment processes include the requirements that:

1. The student satisfies minimum academic admission requirements; and
2. The student satisfies any other specified entry requirements for the particular VET course of study; and
3. Ascet Tech reasonably believes that the student is academically suited to undertake the VET course of study.

Academically Suited – Minimum Academic Admission Requirements – VET FEE-HELP

For all students seeking to enrol in a VET Course of Study with the support of a VET FEE-HELP student loan, Ascet Tech requires:

- The student to have achieved completion of year 12 in an Australian State or Territory, evidenced by a verified copy of a Senior Secondary Certificate of Education that has been awarded to the student by an agency or authority of a State or Territory for the student's completion of year 12; OR
- Both:
  - The student is assessed as displaying competence at or above Exit Level 3 in the Australian Core Skills Framework in both reading and numeracy; AND
  - Ascet Tech reasonably believes that the student displays that competence.

### 1.1.2. Pre-Enrolment Review

Ascet Tech conducts a Pre-Enrolment Review (referred to as Pre-Training Review for Victorian VTG subsidised students) of current competencies including literacy and numeracy skills prior to commencement in training for each student.

The Pre-Enrolment Review is designed to:

- Identify any competencies previously acquired - Recognition of Prior Learning (RPL) or Credit Transfer;
- Ascertain the most suitable qualification for that student to enrol in, based on the individual’s existing educational attainment, capabilities, aspirations and interests and with due consideration of the likely job outcomes from the development of new competencies and skills; and
- Ascertain that the proposed learning strategies and materials are appropriate for that individual.

Course Services are designed to build on a student’s existing abilities and develop new ones. Students are not encouraged to undertake training where there is not a reasonable prospect of completion. The individual's existing educational and vocational attainment, other demonstrated capabilities, career aspirations and general interests are considered in course selections and services planning.

Ascet Tech does not enrol a student in a course or qualification that is at an inappropriate level for that student. The Pre-Enrolment Review is completed, and the outcomes known and documented, prior to acceptance of the student’s enrolment application.

The Pre-Enrolment Review is a comprehensive assessment where Ascet Tech genuinely seeks to understand a student’s training needs. It’s a conversation that encourages students to reflect on their own aspirations and guides their selection of suitable training.

The Pre-Enrolment Review is undertaken by skilled Ascet Tech personnel who provide impartial advice and translate a student’s ideas about their future into tangible and suitable choices.

The Pre-Enrolment Review process encompasses:

- Student identification confirmation;
- Course information & requirements;
- Identifying students’ individual needs;
- Academic suitability & Language, Literacy & Numeracy assessment;
- Credit Transfer application (if relevant);
- Recognition of Prior Learning application (if relevant);
- Employer engagement (if relevant);
- Government subsidy support eligibility (if relevant); and
- Final planning, course confirmation and enrolment decision.

Each of these components is outlined below.

### 1.1.3. Student Identification Requirements

A number of Ascet Tech projects require identification to be confirmed and verified identification evidence to be retained on file on admission to any nationally recognised course program. This may include:

- Evidence of student identity (for example, photo identification);
- Evidence of student eligibility to participate (for example, citizenship); and
- Evidence of pre-requisites being met (for example, previous qualifications/study).

Student identity is confirmed as an initial step in the Pre-Enrolment Review process.

### 1.1.4. Course Information

During the Pre-Enrolment Review process, general and course specific pre-enrolment information, including the relevant Course Guide is explained in further detail and student queries answered. This generally includes:
1.1.5. Identifying Individual Student’s Needs

Prior to enrolment Ascet Tech provides advice to the prospective client about the training product(s) appropriate to meeting the student’s needs, taking into account the individual’s existing skills and competencies.

As a part of this process, Ascet Tech ascertains and consider the individual's existing educational and vocational attainment, other demonstrated capabilities, career aspirations and general interests.

To maximise the chance of students successfully completing their training, Ascet Tech:

- Identifies any support individual students need prior to their enrolment; and
- Provides access to that support throughout their training.

1.1.6. Student Enrolment Information Collection

All prospective students must complete and provide relevant enrolment information and personal data as a part of their enrolment application. This includes relevant AVETMISS data collection information and relevant student identifiers including the USI.

Prospective students have the option of commencing their enrolment information process online, by completing an online registration form for their initial course of interest. This online registration form once received is printed out and forms the basis of the student’s enrolment information.

For prospective students that do not start the enrolment information process online, a hard-copy Enrolment Application Form will be completed by the prospective student as a part of the Pre-Enrolment Review.

In either case, once provided the enrolment information provided is used by Ascet Tech representatives as a component of the re-Enrolment Review, as it provides significant information on the student’s background, prior skills and qualifications, current employment status and particular special needs.

Either online print out or hard copy version of the Enrolment Application Form is signed by the student as a part of the Pre-Training Review process, to confirm that the information being provided is a true and accurate record relating to their individual situation. This confirms the application process, but does not constitute formal acceptance of the student’s enrolment into the course.

1.1.7. Students’ Needs

As a component of this process, Ascet Tech determines the amount of training it will provide to each student with regard to:

- The existing skills, knowledge and the experience of the student;
- The academic suitability of the student;
- The mode of delivery; and
- Where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

Ascet Tech provides a range of educational and support services to its students that include, but are not limited to:

- Pre-enrolment materials;
- Study support and study skills programs;
- Language, literacy and numeracy (LLN) programs or referrals to these programs;
- Equipment, resources and/or programs to increase access for students with disabilities and other students in accordance with access and equity;
- Learning resource centres;
- Mediation services or referrals to these services;
- Flexible scheduling and delivery of training and assessment;
- Counselling services or referrals to these services;
- Information and communications technology (ICT) support;
- Learning materials in alternative formats, for example, in large print;
- Learning and assessment programs contextualised to the workplace; and
- Any other services that Ascet Tech considers necessary to support students to achieve competency.

Support services are made available either directly or via arrangements with a third party.

Ascet Tech’s individual needs process includes:

- Identifying particular requirements such as literacy, numeracy, English language or physical capabilities students would need to complete each course;
- Student learning styles and identification of any special learning needs; and
- Developing strategies to make support available where gaps are identified.

1.1.8. Academic Suitability - Language, Literacy, and Numeracy (LLN) Assessment

As a component of the Pre-Enrolment Review process, Ascet Tech reviews all enrolment applications to ensure course admission requirements relating to the student’s academic suitability are being met prior to acceptance of a student into a course.

Where a course has specific academic suitability admission requirements, as part of the Pre-Enrolment Review students are required to complete an Australian Core Skills Framework (ACSF) aligned Language, Literacy, and Numeracy (LLN) Assessment to ensure that the student has the ability to complete the course.

For all students in all course application processes, Ascet Tech requires the assessment process to be conducted with honesty and integrity.

General VET Courses – Academic Suitability

General arrangements for students wishing to enrol in a VET course require the student to complete an Ascet Tech designed LLN Quiz relevant to their course application.

That is, students are required to complete a LLN Quiz mapped directly to ACSF Level 1, 2 or 3 requirements, at the ACSF level that has been confirmed relevant to the specific ACSF level of the course to which the application relates.

For students undertaking the Ascet Tech designed LLN Quiz as part of the Pre-Enrolment Review, this assessment will be undertaken:

- Via paper-based or online quiz depending on the student’s application preference;
- Individually by the student after identification has been confirmed; and
- Under the direct supervision of an Ascet Tech representative to ensure the authenticity of the assessment results.

VET FEE-HELP – Academic Suitability

For all students wishing to enrol in a VET Course of Study under VET FEE-HELP student loan arrangements, students must either:

- Have achieved completion of year 12 in an Australian State or Territory, evidenced by a verified copy of a Senior Secondary Certificate of Education that has been awarded to the student by an agency or authority of a State or Territory for the student’s completion of year 12; OR
- Both:
  o Successfully complete the Core Skills Profile for Adults (CSPA - published by the Australian Council for Educational Research Limited in July 2013) being assessed as displaying competence at or above Exit Level 3 in the Australian Core Skills Framework in both reading and numeracy; AND
  - Ascet Tech reasonably believes that the student displays that competence.

For students undertaking the CSPA as part of the Pre-Enrolment Review, this assessment will be undertaken:
• Online via the ACER CSPA platform;
• Individually by the student after identification has been confirmed; and
• Under the direct supervision of an Ascet Tech representative to ensure the authenticity of the assessment results.

Results of Assessments
For all assessment undertaken as outlined above, the results of the assessment are reported to the student as soon as practicable after the assessment has occurred.

Ascet Tech is also required, for students undertaking VET Courses of Study under VET FEE-HELP Student Loan arrangements, to also report student assessment results to the Commonwealth Department of Education and Training in the form, manner and by the time requested by the Secretary of the department.

If the student is unable to complete the LLN Assessment satisfactorily, the relevant Ascet Tech representative will complete a further LLN Assessment Report, making recommendations on required actions that may include:

• Refusal to process the student’s application for enrolment, on the basis that the student has not met the entry requirements to support their successful completion of the course; or
• The required strategies and actions to be taken to assist the student to be able to complete the course, if this option is possible under course admission requirements.

The LLN Assessment Report is provided as soon as practicable to the Chief Executive Officer, who will make a final determination on the report’s recommendations within five working days.

If the student’s application for enrolment is rejected, reasons for this rejection will be provided in writing, with information including instructions on how to provide a further complaint regarding this decision.

Regardless of the outcome of the assessment result or outcome of the student’s application for enrolment, Ascet Tech retains all records of assessments undertaken and their results for a minimum of 5 years after the completion of the process.

Reasonable Adjustment
There may be times and situations in which a student may require ‘reasonable adjustment’ of the training and assessment methods implemented by Ascet Tech to meet their specific individual needs. Please refer to the Access and Equity section for further information.

1.1.9. Credit Transfer
As a component of the Pre-Training Review process, Ascet Tech ensures students are not required to repeat any unit or module in which they have already been assessed as competent, unless a regulatory requirement or license condition (including industry licensing schemes) requires this.

Credit transfer is a process that provides students with credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes from previous studies.

Where a student provides suitable evidence they have successfully completed a unit or module at any RTO, Ascet Tech provides credit for that unit or module. In some cases, licensing or regulatory requirements may prevent a unit or module being awarded through a credit process.

Ascet Tech is not obliged however to issue a qualification or statement of attainment that is achieved wholly through recognition of units and/or modules completed at another RTO or RTOs.

Note that providing credit for previous studies is not a Recognition of Prior Learning (RPL) process. RPL is a form of assessment of the competence of a person, while providing credit is recognising the equivalence of studies previously undertaken and completed successfully.

Verification of Documentation
Ascet Tech recognises verified testamurs from other Registered Training Organisations. This applies to all cases, including students seeking credit transfer for previous study, and personnel documentation.
Before providing credit on the basis of a qualification, statement of attainment or record of results, Ascet Tech authenticates the information in the document. When verifying testamurs of nationally recognised qualifications or statements of attainment from other RTOs, Ascet Tech personnel are required to:

1. Sight the original certificate/statement of attainment from which credit transfer is being sought;
2. Where there is doubt over the authenticity of the certificate/statement of attainment, the document must be confirmed with the relevant issuing registered training organisation;
3. Ensure the unit codes on the previous certificate/statement of attainment are highlighted as the unit codes being sought for credit transfer;
4. Take a copy of the certificate/statement of attainment and certify this document by signing and dating that the certificate/statement of attainment has been verified, with the statement “I confirm that this document is a true and accurate copy of the original”; and
5. Where units are deemed equivalent, attach the relevant mapping page from the official training package / curriculum list where equivalency has been noted.

1.1.10. Student Request for Credit Transfer
If a student wishes to apply for Credit Transfer it is mandatory that they complete the Credit Transfer / RPL Application Form and include appropriate evidence to support the Credit Transfer application.

All Credit Transfer applications must be supported by the appropriate evidence. This may be in the form of Nationally Recognised Qualification or Statement of Attainment indicating exactly the same code and title as those included in the student application, or other documents of equivalence.

Where appropriate evidence is provided with the Credit Transfer application the Training Manager must grant the Credit Transfer. Where Credit Transfer is granted, the student will be advised within five working days of completion of the assessment and the training program adjusted accordingly.

Where Credit Transfer is not granted, the student will be notified in writing of the outcome within five working days of completion of the assessment. The written communication to the student includes a reason for refusal, and information on how to lodge a complaint or appeal if desired.

In all cases, a copy of the credit transfer application and verified copies of the relevant documentation evidence is retained in the student’s file.

1.1.11. Recognition of Prior Learning
Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- **Formal learning** refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
- **Non-formal learning** refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
- **Informal learning** refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

RPL assesses this prior learning against the requirements of a qualification, in respect of both entry requirements and outcomes to be achieved. RPL encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes. RPL keeps the system of qualifications open to recognition of the value of learning achieved outside the formal system, as part of everyday living in a continuum of learning throughout one’s life.

In order to recognise prior learning it is necessary to:
• Compare the informal or non-formal learning the individual has achieved against the learning outcomes or performance criteria of the course or qualification for which the student is using as a basis for seeking entry or the award of credit; and
• Determine appropriate evidence to support the claim of prior learning.

The processes used to assess RPL applications may take several (not mutually exclusive) forms, for example:

• Participation in exactly the same or modified versions of the assessment the student would be required to complete as part of the full course;
• Assessment based on a portfolio of evidence;
• Direct observation of demonstration of skill or competence;
• Reflective papers, journals or portfolios that relate past learning to the learning or competency outcomes of the current course or qualification;
• Provision of examples of the student’s work drawn from the workplace, social, community or other setting in which the student applies their learning, skill or competence;
• Testimonials of learning, skill or competence; and
• Combinations of any of the above.

Ascet Tech ensures that trainers and assessors remain current in their professional development and in their knowledge and understanding of issues related to recognition.

RPL Process

As a component of the Pre-Training Review process, Ascet Tech implements a robust RPL process to ensure that:

• The uptake of RPL is encouraged and RPL processes are reviewed to streamline the RPL application process;
• Where possible, the student is able to complete the qualification in less time;
• RPL information is provided to students prior to enrolment and prior to commencement of formal training delivery in a course program;
• RPL processes offered provide adequate information, support and opportunities for students to engage in the RPL process;
• RPL decisions are made prior to the commencement of the course, subject or unit for which the RPL is being claimed; and
• RPL assessment processes and procedures meet the same delivery and quality assurance requirements as all other assessment arrangements.

RPL Requirements

To achieve RPL, students must:

• Apply for RPL;
• Provide appropriate RPL evidence (including documents, demonstrations and interviews as may be relevant); and
• Have this evidence assessed as meeting all of the requirements of the entire Unit of Competency.

Where students have gaps, or require additional mentoring and support, RPL is not applicable. In these cases learning is occurring, and a ‘Competent’ result is achieved on completion of assessment.

RPL Applications

It is mandatory that students wishing to achieve RPL with Ascet Tech complete a Credit Transfer / RPL Application Form and provide this form with their evidence submission for assessment. This application form ensures:

• The Application for RPL is recorded effectively;
• The start date for each Unit of Competency is correctly identified; and
• The appropriate declarations of authenticity of prior work are recorded.

Start Dates

The official start date for a Unit of Competency through RPL is determined (by NCVER) as the date that the student submitted their evidence portfolio for assessment. This is the start date that all Ascet Tech personnel are to record on the student’s training and assessment plan (actual start date section for each unit).
This date is critical for compliance in cases where financial subsidies are being received for the student’s course.

The RPL result date is the final date that the student provided all evidence required and was deemed to have achieved the unit ‘RPL-Granted’ result.

Financial / Regulatory Implications

All Ascet Tech personnel must ensure they are aware of RPL implications with regard to financial / regulatory impacts in their region and projects. RPL in some jurisdictions is:

- Fully subsidised;
- Partially subsidised; or
- Not subsidised.

Depending on the region, when students are applying for RPL, it is critical that Ascet Tech personnel understand any financial implications that may apply and discuss correct fees and charges with the student concerned.

1.1.12. Employer Engagement

As a component of the Pre-Training Review process, Ascet Tech ensures that employers or other parties who contribute to each student’s course services and outcome are informed and engaged in the training and assessment on the development, delivery and monitoring of training and assessment. This may include course services involving work placements, employer sponsored courses and apprenticeship or traineeship arrangements.

- All employers involved in Ascet Tech course services receive the Employer Handbook that provides a range of important information for employer involvement including:
  - Employer and RTO responsibilities;
  - student attendance and behaviour expectations;
  - Equity commitment;
  - Work health and safety requirements;
  - Privacy arrangements;
  - Language, literacy and numeracy arrangements;
  - student support services;
  - Recognition of Prior Learning (RPL) and Credit Transfer;
  - Competency-based training and assessment process;
  - Complaints and appeals processes;
  - Evaluation and feedback arrangements;
  - Further information contact details; and
  - Any relevant required release from work or study.

Ascet Tech ensures all students involved in workplace delivery have a range of processes and mechanisms implemented to engage the employer in the training and assessment process. This includes but is not limited to:

- Consultation prior to and during enrolment, and subsequent training and assessment sessions to gain input from the employer in areas such as the development of the training plan;
- Providing employer guidance on how to assist students to achieve competency through undertaking specific workplace tasks. This is undertaken through various contact and employer specific information and documents;
- Ensuring the assessment process is supported with supplementary evidence from the employer to contribute to the assessment outcome (such as Third Party Reports);
- Regular contact with the employer to confirm the student’s progress; and
- Formal evaluation processes to gain further feedback on the training and assessment processes provided.

1.1.13. Government Subsidy / Support Eligibility Assessment

As a component of the Pre-Training Review process, Ascet Tech undertakes an eligibility assessment on particular government subsidy or support initiatives that the student may be eligible to access.
On appropriately qualified and trained Ascet Tech representatives who have received a Delegation of Authority from the Ascet Tech Chief Executive Officer are able to undertake government subsidy eligibility assessments.

1.1.14. Finalising the Pre-Enrolment Review

As a Pre-Training Review is conducted, Ascet Tech representatives complete the Pre-Enrolment Review Checklist to confirm that all components of the process are completed effectively.

The Pre-Enrolment Review process encompasses:

- Student identification confirmation;
- Course Information & requirements;
- Identifying students’ individual needs;
- Course entry requirements & admission requirements;
- Academic Suitability including Language, Literacy & Numeracy assessment;
- Credit Transfer application (if relevant);
- Recognition of prior learning application (if relevant);
- Employer engagement (if relevant);
- Government subsidy support eligibility (if relevant); and
- Final planning, course confirmation and enrolment decision.

As all Pre-Enrolment Review activities above are completed, the Ascet Tech representative clearly documents:

- The overall Pre-Enrolment Review discussion;
- The final decision on which course the student will be enrolled in; and
- Reasons why this was the most suitable training option for that student.

On conclusion of this process, a Course Fees Agreement including Course Fees Agreement is then prepared by Ascet Tech in order to make a formal enrolment offer to the prospective student and/or relevant supporting client.

1.1.15. Non-Acceptance of Enrolment Application

Should the prospective student not be accepted into the course program they have applied for, the individual will be provided with formal notice of this non-acceptance:

- In writing;
- With reasons provided for this non-acceptance;
- With any alternate options or actions recommended by Ascet Tech; and
- With relevant information on how the prospective student may raise a complaint or seek to have the decision reviewed.