

Document Number: PCASASP
Effective Date: 31/01/2024
Approval Date: 31/01/2024
Revision due: 31/01/2025
Approved by: Kristina Shead

Student Advice and Selection Policy

Patrick's College Australia (PCA) has implemented this documented policy and process for assessing whether student applicant's English language proficiency, educational qualifications or work experience is sufficient to enable them to enter the course for which enrolment is sought.

Student Entry Procedure

On application for enrolment, PCA 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.

In regard to students under the age of 18 years, PCA values diversity and equity for all children. We offer minors and families through our application for enrolment process the opportunity to provide information about themselves, including any specific needs to participate fully in our programs.

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.

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.

PCA 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, PCA 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:

Jurisdiction	Course Gateways
Australian Government	Your Career https://www.yourcareer.gov.au/
New South Wales	Smart & Skilled https://smartandskilled.nsw.gov.au

Academically Suited

PCA 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, PCA'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 course; and
3. PCA reasonably believes that the student is academically suited to undertake the course.

Participant Agreement

PCA enters into a Participant Agreement with the student. The Participant Agreement includes the "Standard Enrolment Questions" published in the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) VET Provider Collection Specifications and includes declarations by the student that the student has:

- Honestly and accurately provided information and evidence for the purposes of enrolment and eligibility;
- Consented to the collection, use and storage of personal information by PCA;
- Been informed by PCA that the enrolment may impact their future entitlement to government subsidised training; and
- Agrees to the conditions of access determined through the Upfront Assessment of Need.

PCA must assess students against any eligibility criteria as specified in a Funded Activities Annexure.

PCA only delivers training to students if the student meets the specific eligibility criteria.

PCA does not deliver training to a student unless and until the student's name, address, details about the training to be undertaken by the student and such other information required by the department has been entered into the department's system.

PCA only provides funded activities to a prospective student if:

- PCA can meet the needs of the prospective student identified in an assessment; and
- the prospective student has the willingness to complete the funded activity.

Where PCA has assessed a student as being suitable to participate in a funded activity, PCA ensures that each student signs any appropriate activity form at commencement, completion or withdrawal, and retains these signed forms.

Jobseekers

If a student is a Jobseeker, PCA obtains a completed referral from the Employment Services Provider prior to undertaking an Upfront Assessment of Need.

Before enrolling a student in a course, PCA:

- Assesses a student's learning needs in line with the requirements of the Upfront Assessment of Need process;
- Determines whether it is able to meet the individual learning, support needs and language, literacy and numeracy needs of the student as identified in the Upfront Assessment of Need process;
- Does not enrol the student in a course they are deemed not yet ready for the AQF level or unsuitable, even with Learner Support Services and or bridging units;
- Refers the student to the department for further assistance to connect to a more suitable RTO, where PCA is unable to meet a Participant's individual learning and support needs in partnership with its Learner Support provider and or its bridging unit partner.

PCA does not enrol a student and refers the student back to the Employment Service Provider, if the student:

- Is a jobseeker and the ESP referral form does not indicate the ESP supports the student to undertake funded activity;
- Does not agree to abide by the conditions of access to the funded activity determined through the Upfront Assessment of Need;
- Is a jobseeker registered with an Employment Services Provider and is assessed through the Upfront Assessment of Need to require a Foundation Skills Course; and
- Is eligible for an Australian Government funded program that assists language, literacy or numeracy development.

VET Student Loans - Process & Procedures Relating to Student Entry

These PCA student entry procedures:

- Specify the requirements a student must meet to be determined to be academically suited to undertake a particular approved course;
- Specify that the results of assessing a student's competence in reading and numeracy under the procedure must be reported to:
 - the student as soon as practicable after the assessment; and
 - the Secretary in the form, manner and by the time requested by the Secretary; and
- Describe the process (including the tools) for validly and reliably assessing a student's competence in reading and numeracy against the Australian Core Skills Framework.

Assessing competency in reading and numeracy

PCA ensures the LLN assessment process is conducted with honesty and integrity.

The results of assessing a student's competence in reading and numeracy under the procedure are reported:

- To the student as soon as practicable after the assessment; and
- To the Trainer.

PCA retains these results for at least 5 years.

If a student fails to achieve the required standard of language, literacy and numeracy (LLN) on sitting, the student may re-sit based on PCA's assessment of readiness.

Student Identification Requirements

PCA require 100 points of identification

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 PCA 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.

Students' Needs

As a component of this process, PCA 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.

PCA 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 PCA considers necessary to support students to achieve competency.

Support services are made available.

PCA'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.

Academic Suitability Language, Literacy, and Numeracy (LLN) Assessment

As a component of the Pre-Enrolment Review process, PCA 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, PCA 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 a PCA designed LLN Test relevant to their course application.

That is, students are required to complete a LLN Test 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 PCA designed LLN Test 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 a PCA 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.

If the student is unable to complete the LLN Assessment satisfactorily, the relevant PCA 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 Business Manager PCA, 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, PCA 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 PCA to meet their specific individual needs. Please refer to the *Access and Equity* section for further information.

Credit Transfer

As a component of the *Pre-Training Review* process, PCA 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, PCA 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.

PCA 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.

PCA recognises verified testamurs from other Registered Training Organisations and USI transcripts issued by the USI Registrar. 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 Certificate, Statement of Attainment, Record of Results or USI Transcript, PCA authenticates the information in the document.

Document Verification Procedure

When verifying documentation, PCA personnel are required to implement the following procedures:

Identity Documents

1. Sight the original Identification document.
2. Take a copy of the original Identification document.
3. Verify the copy of the Identification document by writing the following statement on the copy:

“I confirm that I have sighted the original ID and this is a true and accurate copy”

With inclusion of the Representative's Name, Representative's Signature and Date.

Testamur Documentation

1. Receive a copy of the testamur documentation being used;
2. Confirm the authenticity of the document by contacting and confirming authenticity with the relevant issuing registered training organisation;
3. Verify the copy of the testamur document by writing the following statement on the copy:

“I confirm that I have authenticated this document with the issuing organisation”

With inclusion of the Representative's Name, Representative's Signature and Date.

USI Transcripts

Authentication to be conducted by a representative that has USI Organisation Portal access.

1. Ensure the student has given PCA permission to see their transcript online.
2. Access the student's USI transcript (via the USI Organisation Portal) and print off a copy of transcript.
3. Verify the copy of the USI Transcript by writing the following statement on the copy:

“I confirm that I have authenticated this USI Transcript via the USI Organisation Portal”

With inclusion of the Representative's Name, Representative's Signature and Date.

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.

PCA personnel processing credit transfer results must:

1. Ensure the unit codes on the previous testamur documentation / USI transcript are highlighted as the unit codes being sought for credit transfer;
2. Where the documentation includes results, ensure that satisfactory result outcomes are listed; and
3. Where unit of competency are deemed 'equivalent,' attach the relevant screen printout from the National Register (www.training.gov.au) or mapping page from the official training package / curriculum list where equivalency has been noted.

Where appropriate evidence is provided with the Credit Transfer application PCA 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.

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.

PCA 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, PCA 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 PCA 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 NCVET) as the date that the student submitted their evidence portfolio for assessment. This is the start date that all PCA 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 PCA 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 PCA personnel understand any financial implications that may apply and discuss correct fees and charges with the student concerned.

Employer Engagement

As a component of the *Pre-Enrolment Review* process, PCA 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 PCA course services receive the *Student 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.

PCA 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.

Government Loan Subsidy Support Eligibility Assessment

As a component of the *Pre-Training Review* process, PCA undertakes an eligibility assessment on particular government subsidy or support initiatives that the student may be eligible to access.

On appropriately qualified and trained PCA representatives who have received a *Delegation of Authority* from the Business Manager PCA are able to undertake government subsidy eligibility assessments.

Eligibility criteria for all Smart and Skilled Programs except Smart and Skilled Entitlement Apprenticeships and Traineeships Program

A person who is eligible to receive subsidised training in all Smart and Skilled Programs except Smart and Skilled Entitlement Apprenticeships and Traineeships Program is a person who, at the time of enrolment in an approved qualification:

- Either:
 - lives or works in NSW (determined by postcode of the usual place of residence or place of work); or
 - lives in a defined interstate NSW border area (as identified by a postcode in the list set out in the Operating Guidelines) and is Australian Aboriginal or Torres Strait Islander; and
- Is:
 - an Australian citizen; or
 - a permanent Australian resident; or
 - a humanitarian visa holder; or
 - a New Zealand citizen; and
 - is aged 15 years or older; and
 - is no longer in secondary education.

Eligibility criteria for Smart and Skilled Entitlement Apprenticeships and Traineeships Program

A person who is eligible to receive subsidised training in the Smart and Skilled Entitlement Apprenticeships and Traineeships Program is a person who:

- At the time of Commencement in an approved qualification is an Apprentice or New Entrant Trainee and has an approved Training Contract in NSW; and
- Has the approved qualification shown on their Training Contract.

Exceptions

if a person is approved or registered as an Existing Worker Trainee, they will not be eligible to receive subsidised training in an approved qualification that is associated with the Training Contract for their existing worker traineeship, in relation to any Smart and Skilled Program.

Eligibility criteria for School Based Apprenticeships and Traineeships Program

A person who is eligible to receive subsidised training in School Based Apprenticeships and Traineeships Program is a person who:

- At the time of Commencement in an approved qualification is approved or registered as a School Based Apprentice or School Based Trainee in NSW; and
- Has the approved qualification shown on their Training Contract.

Planned Start Date

PCA ensures the planned start date:

- Prior to the commencement of the Activity Period, may not be later than 4 months from the commencement of the Activity Period; or
- After the commencement of the Activity Period, may not be later than 4 months after the date of issue of the Commitment ID.

A prospective student is only able to become a student once the notification of enrolment process has been completed, a Commitment ID has been issued and the prospective student has enrolled in the relevant course.

If a Commitment ID has been issued for a prospective student and the prospective student does not enrol, or cancels their enrolment, PCA cancels the Commitment ID immediately.

Finalising the Pre-Enrolment Review

As a Pre-Enrolment Review is conducted, PCA representatives complete the Pre-Enrolment Review Record to confirm that all components of the process are completed effectively.

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

- Details of which of the key learning objective(s) the proposed course aligns with as follows:
 - enable the individual to obtain the required skills to make them job-ready;
 - assist the individual to undertake further education; and/or
 - promote/enable access to training for a disadvantaged individual; and
- How the proposed course aligns with the stated key learning objective(s); and

- The rationale for how the selected course is being both suitable for the individual, and the most suitable course option for the individual; and
- The overall Pre-Enrolment Review decision.

On conclusion of this process, PCA in order to make a formal enrolment offer to the prospective student and/or relevant supporting employer.

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 PCA; and
- With relevant information on how the prospective student may raise a complaint or seek to have the decision reviewed.