

Student Advice, Selection, Enrolment & Induction

The purpose of this policy is to ensure that HEED EDUCATION provides clear, accurate, and accessible advice to prospective students, enabling them to make informed decisions about course enrolment. The policy also outlines the principles and processes for selecting students based on their needs, career goals, and the requirements of the chosen course.

This policy applies to all personnel, contractors, and third-party providers involved in the provision of advice to prospective students and the selection process for course enrolment. It encompasses all courses on the Scope of Registration delivered by HEED EDUCATION.

HEED EDUCATION is committed to providing accurate and comprehensive advice to prospective students and ensuring that the selection process is fair, transparent, and aligned with the requirements of the *Standards for RTOs*. This approach ensures students are placed in courses that best meet their needs and capabilities, supporting their educational and career goals.

The organisation ensures individuals are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.

The organisation has a system for reviewing the skills and competencies of individuals, taking into account the requirements of the training product, prior to enrolment, including their language, literacy and numeracy proficiency and Digital Capability, as appropriate to the training product, and provides advice, based on the review, to individuals about the suitability of the training product for them.

Rationale

The approach taken by HEED EDUCATION to student advice, selection, enrolment and induction ensures that individuals seeking educational opportunities receive accurate, transparent, and comprehensive advice prior to enrolment.

By implementing a structured **Pre-enrolment Review**, prospective students are guided towards training products that align with their skills, competencies, and career aspirations. This method safeguards both the learner's investment in education and the integrity of HEED EDUCATION by ensuring that students have the necessary foundation skills and prerequisites to successfully complete their chosen course. Additionally, providing clear pathways and referral options where training is deemed unsuitable demonstrates a commitment to student success.

HEED EDUCATION's emphasis on accessibility and equity ensures that all individuals, including those with specific learning needs or preferences, are considered in the selection process. By assessing foundation skills before enrolment, potential barriers to learning are identified early, allowing for the implementation of support services where appropriate. This proactive approach fosters an inclusive learning environment.

Ensuring prospective students are fully informed about course expectations, support services, and potential financial implications reinforces the principle of consumer protection. Through structured procedures for verifying student identity, confirming academic suitability, and authenticating prior learning, the process mitigates risks to applicants, other stakeholders and HEED EDUCATION. The overall approach not only enhances educational outcomes and upholds the reputation and credibility of the organisation within the vocational education sector.

Student Entry Procedure

On application for enrolment, HEED EDUCATION ensures that all individuals 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 individual's enrolment.

Prospective students apply for enrolment into one or more Training Product(s).

Training product means an AQF qualification, a skill set, a unit of competency, accredited short course or module.

Training support services means services and resources designed to support and skill VET students to meet training product requirements and complete the training product in which they are enrolled.

HEED EDUCATION provides quality course services, including training and assessment that is suitable and appropriate for each individual.

Foundation skills refer to fundamental skills a person needs to participate in education and training, the workplace and the community. They are a combination of Language, Literacy, Numeracy and Digital Capability (LLND) skills along with employability and learning skills.

Foundation skills include:

- Reading skills,
- Writing skills,
- Oral communication skills,
- Numeracy skills,
- Learning skills,
- Problem solving skills,
- Initiative and enterprise skills,
- Teamwork skills,
- Planning and organising skills,
- Self-management skills,
- Technology skills.

HEED EDUCATION undertakes a pre-enrolment review process with every applicant to be aware of:

- Their foundation skills levels,
- Whether the applicant may require support to improve their foundation skills levels,
- Understanding the skills and experiences of the applicant, and how these may impact on their course progress, and
- Conditions that may require adjustment of training and assessment methods, such as flexibility with timing, reasonable adjustments or the use of alternate technologies and resources.

HEED EDUCATION reviews the applicant's situation against the minimum competencies needed to successfully complete the course and identify possible reasonable adjustments.

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.

HEED EDUCATION 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 individuals are academically suited, HEED EDUCATION's student application and enrolment processes include the requirements that:

1. Applicants satisfy minimum academic admission requirements, and
2. Applicants satisfy any other specified entry requirements or admission requirements for the specific course, and
3. HEED EDUCATION reasonably believes that each individual applicant is academically suited to undertake the course.

HEED EDUCATION focuses on supporting individuals 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,

HEED EDUCATION refers prospective students to relevant government websites in their jurisdiction as a good place to start to determine more suitable course options.

Jurisdiction	Course Gateways
Australian Government	Australian Training Directory https://www.myskills.gov.au/
Australian Capital Territory	Skills ACT https://www.skills.act.gov.au/
New South Wales	Smart & Skilled https://smartandskilled.nsw.gov.au
Northern Territory	VET NT http://www.vet.nt.gov.au/
Queensland	QLD Skills Gateway http://www.skillsgateway.training.qld.gov.au
South Australia	Skills Gateway http://www.skills.sa.gov.au
Tasmania	Skills Tasmania http://www.skills.tas.gov.au/learners
Victoria	Victorian Skills Gateway http://www.education.vic.gov.au/victorianskillsgateway
Western Australia	Jobs & Skills https://www.jobsandskills.wa.gov.au

Enrolling Students Under School-leaving Age

HEED EDUCATION has a range of responsibilities when enrolling a student under seventeen (17) years of age.

Typically, all children and young people aged under seventeen (17) years are legally required to be at school unless they've been granted an 'exemption' from school attendance.

Depending on the student's circumstances and state or territory of operations, exemptions are granted by a school principal or the relevant department of education and training.

<p>ACT School Aged Child not attending school</p>	<p>After year 10, a school aged child may be able to leave school if they participate full-time training and employment alternatives.</p> <p>Full-time participation means:</p> <ul style="list-style-type: none"> • At a level that is full-time under the requirements of the alternative, • For at least twenty-five (25) hours each week, • Part-time participation in two (2) or more of a particular alternative to an extent that is at least equivalent to full-time participation in one (1) of the particular alternatives, or • Participation in any combination of training and employment alternatives to an extent that is at least equivalent to full-time participation in one (1) training or employment alternative. <p>The individual must present an “<i>Approval Statement</i>” from the Director-General, ACT Government Department of Education.</p>
<p>NSW School Aged Child not attending school</p>	<p>A school aged child may leave school only if they participate in one of the following on a full-time basis:</p> <ul style="list-style-type: none"> • Approved education or training, or • If the person is of or above the age of fifteen (15) years: <ul style="list-style-type: none"> ○ paid work, or ○ a combination of approved education or training and paid work. <p>Full time paid work generally means an average of twenty-five (25) hours per week over a four (4) week period.</p> <p>All school aged children not in school must hold a ‘<i>Certificate of Exemption.</i>’</p> <p>A school aged child who has completed year 9 and wants to leave school may only do so if they undertake a full-time apprenticeship or traineeship and obtain approval from their school principal by lodging an application for exemption from enrolment at school with their school principal. In this situation, full time paid work means Full-time as defined in the appropriate award.</p>
<p>NT School Aged Child not attending school</p>	<p>A school aged child may leave school only if they participate in one of the following on a full-time basis:</p> <ul style="list-style-type: none"> • Approved education or training, • Paid employment (if the child is fifteen (15) years old or above), or • A combination of approved education or training and paid employment (if the child is fifteen (15) years old or above). <p>Full time basis means participation for an average of not less than twenty-five (25) hours a week.</p> <p>The individual must present notification in writing of the arrangements from the NT Department of Education and Training.</p>

<p>QLD School Aged Child not attending school</p>	<p>A school aged child may leave school when they enter into their compulsory participation phase. They can leave school when they:</p> <ul style="list-style-type: none"> • Gain a certificate of achievement, senior statement, certificate III or certificate IV, • Have participated in eligible options on a full-time basis for two (2) years after the person stopped being of compulsory school age, • Participate in paid employment, or • Turns seventeen (17) years old. <p>Eligible option means enrolling on a full-time basis in one or more of the following:</p> <ul style="list-style-type: none"> • An approved educational program (e.g., school), • A tertiary course of study, • A VET course, or • A full-time apprenticeship or traineeship. <p>Individuals can be exempted from participating in the compulsory participation phase and must present a <i>written exemption</i> from the Chief Executive (Queensland Government).</p>
<p>SA VET for School Students</p>	<p>The <i>Subsidised Traineeship and Apprenticeship List (STAL)</i> identifies the courses approved in SA under the <i>VET for School Students purchase policy</i>.</p> <p>To be eligible for access to a subsidised training place in an approved course, a school student must meet the following criteria. They must be:</p> <ul style="list-style-type: none"> • An Australian citizen or New Zealand citizen or, • A permanent Australian resident or, • An eligible visa holder • Reside in South Australia <p>AND ARE:</p> <ul style="list-style-type: none"> • Enrolled in Year 10, 11 or 12 and employed in a <i>Training Contract</i> that combines VET and school-based curriculum including SACE <p>OR ARE:</p> <ul style="list-style-type: none"> • Enrolled in Year 11, 12 or 13 and are sixteen (16) years of age or turning 16 years of age in the current year of that enrolment, and • Are undertaking SACE or equivalent and, • Have completed a preparatory VET pathway. <p>School students below Year 10 are not eligible to access a subsidised training place under a contract of training arrangement.</p>

<p>SA School Aged Child not attending school</p>	<p>When a child is of compulsory education age, they must participate in an approved learning program. This means:</p> <ul style="list-style-type: none"> • Secondary education, • A program that counts towards, or is otherwise required for, the award of a degree, diploma or other award provided by a university, • A program that consists of technical and further education provided by TAFE SA, • A program that consists of an accredited course provided by a registered training organisation or a law of the Commonwealth or another state or a territory of the Commonwealth relating to higher education, vocational education and training and adult community education, • An apprenticeship or traineeship undertaken with a registered employer (and any relevant work undertaken as part of the apprenticeship or traineeship will be taken to form part of the program), or • Any other approved learning program declared by the Minister.
<p>TAS School Aged Child not attending school</p>	<p>All young people must participate in education or training until they are issued with a transition statement and participate in an approved learning program until the first of the following occurs:</p> <ul style="list-style-type: none"> • Complete Year 12, • Attain a Certificate III, or • Turn eighteen (18) years of age. <p>The Transition Statement is certifying that the child has completed Year 10.</p> <p>Approved learning program means:</p> <ul style="list-style-type: none"> • Education at a school, • Education through an individual education program, • Vocational education and training, within the meaning of the <i>Training and Workforce Development Act 2013</i>, • An apprenticeship or traineeship under a training contract, • Education at a university, or <p>A combination of any approved learning programs.</p>

<p>VIC</p> <p>School Aged Child not attending school</p>	<p>When they have completed year 10 but are not seventeen (17) years old, an individual may leave school if they take part in approved education, training, employment, or a combination of them, on a full-time basis until they turn seventeen (17) years old.</p> <p>Full time means:</p> <ul style="list-style-type: none"> • A course of education or training considered to be full-time by the provider of the education or training, or • An average of at least twenty-five (25) hours per week, subject to the following: <ul style="list-style-type: none"> – the time spent travelling to and from an education institution or employer is to be excluded, and – normal term and public holidays of an education institution and recreation leave and other leave entitlements if the student is in employment are excluded when calculating the average number of hours spent in education, training and employment per week. <p>An <i>Exemption from School Attendance</i> is granted on the basis that the individual will undertake a specific program at HEED EDUCATION, as identified in the exemption.</p> <p>If the individual is still under seventeen (17) years of age and wishes to enrol in a different program or enrol at a different training provider to what is identified in their exemption, the approver of the exemption must confirm that the proposed change is permitted. HEED EDUCATION sights and retains this confirmation prior to enrolling an individual in a different program, or prior to enrolling the individual if they are not the training provider referred to in the original exemption.</p> <p>Please also refer to additional evidence to be sighted and retained for students under seventeen (17) years of age section below.</p>
--	---

<p>WA School Aged Child not attending school</p>	<p>In WA, a school aged child means a child aged between five (5) years and six (6) months and:</p> <ul style="list-style-type: none"> • Until the end of the year in which the child reaches the age of seventeen (17) years and six (6) months, OR • When the child reaches eighteen (18) years old, whichever happens first. <p>In the final two (2) years of compulsory education (year 11 or 12), a school aged child may leave school and participate in one or more of the following on a full-time basis:</p> <ul style="list-style-type: none"> • Undertake a course of study provided by a university, • Undertake a higher education course, • Undertake an approved VET course, • Being an apprentice, • Being employed under an employment contract, other than in a capacity as an apprentice and subject to the Minister's approval, or • Undertaking a course prescribed by the Minister. <p>Full-time means according to the requirements laid down by the provider for participation in the course or employment concerned.</p> <p>Individuals can also leave school when they are:</p> <ul style="list-style-type: none"> • In or about to begin Year 10 or above, or • Who will reach the age of fifteen (15) years six (6) months or more in the year they wish to leave school, AND • If their parents or legal guardians have obtained the Minister for Education and Training's approval for an exemption from full-time schooling. <p>Individuals must present a formal written acknowledgement from the Minister of Education and Training for the arrangement.</p> <p>An exemption is only available for students in (or about to begin) Year 10 or above or who will reach the age of fifteen (15) years six (6) months or more in the year for which an exemption is sought. An exemption permits a student to pursue an alternative option to full-time schooling.</p> <p>For students who require an exemption:</p> <ul style="list-style-type: none"> • The exemption must be obtained before the student starts training with HEED EDUCATION. • If a student is enrolled at a public school, advice should be sought from the School Principal or the Education Regional Office. <p><i>Exemption forms</i> for non-government schools are available on the DoE website http://det.wa.edu.au/participation/detcms/participation/participation/forms/forms.en and must be lodged with the relevant school for their input before being submitted to the Director General of DoE and should be forwarded by mail to:</p> <p>Department of Education, PO Box 1766, OSBORNE PARK WA 6916</p> <p>HEED EDUCATION must obtain from the student's school, parent or legal guardian a copy of the Certificate of Approval letter signed by an authorised DoE representative indicating that the Exemption has been approved. The Certificate of Approval must be on a School or Regional Office Letterhead and have the following details:</p>
---	---

	<ul style="list-style-type: none"> • Student's full name and date of birth, • Details of Service Provider delivering training, • Course details, and • Period of Exemption. <p>HEED EDUCATION can then start training.</p>
--	--

South Australia - Further requirements for VET for School Students

Whilst enrolled in a school the student may have access to a maximum of:

- One Certificate II course, and
- One Certificate III course.

HEED EDUCATION is responsible for ensuring that providing a school student with access to subsidised course in their Registered Training Organisation does not result in the school student exceeding this specified entitlement limit.

HEED EDUCATION can assess school students for eligibility and suitability for access to an approved course where they have received a *School Students VET Referral form* from the school of enrolment. Receipt of the referral form provides authority for HEED EDUCATION to initiate an assessment of suitability for the course, individual personal and learning support needs and, literacy and numeracy capabilities.

HEED EDUCATION uses the assessment outcomes of the VETRO process as the basis for determining access, including any conditions of access, to the subsidised training place in the school student's approved course of choice.

Completion of an approved Certificate II or Certificate III course whilst a school student does result in a qualification that will count towards the individual's lifetime entitlement to subsidised training post school. HEED EDUCATION ensures consumption of entitlement information is clearly communicated to, and understood by, the school student during the VETRO process and prior to the establishment of a training account.

Where a qualification is not completed prior to an individual leaving school, HEED EDUCATION ensures that continuation of a course is discussed with the school students, prior to them leaving school, to facilitate continuity in delivery and assessment post school to support a successful completion. HEED EDUCATION must contact the Department's Infoline on 1800 673 097 or email to DIS.Skills@sa.gov.au to discuss any circumstances where this may not be able to occur to ensure that post school, the continuing student is not disadvantaged.

VET for school students approved courses require a co-contribution. HEED EDUCATION determines the student fee and any incidental fee that the school student will incur.

Supporting Individuals Under School-leaving Age

Letters of Offer

HEED EDUCATION can give an applicant a letter of offer to support their exemption process. Students can attach this letter to their *Exemption from School Application Form*.

HEED EDUCATION may undertake all or part of a **Pre-Enrolment Review** below with the applicant so that letter of offer that explains why the training would be suitable and appropriate for the applicant can be issued. This may help the school principal or Department decide whether enrolment in training is in the student's best interests. They may decide not to grant an exemption until they have seen a letter of offer.

Approval is Needed to Change Program or Training Provider

Typically, an exemption only applies to the specific training provider and program listed on the exemption letter or certificate. All changes to a student's program, program hours or training provider while under the school leaving age in the relevant jurisdiction, must be formally agreed by the original approver of the exemption – either the school principal or relevant department.

HEED EDUCATION sights and retains formal approval of changes to a student's exemption before updating details of their enrolment.

Students Who Take Longer to Complete Training

HEED EDUCATION does not need to obtain further documentation if the student takes longer to complete the training than indicated on the exemption.

Students Who Stop Attending or Complete Training

HEED EDUCATION writes to the relevant Department and the student's previous school (where relevant) to advise if a student under the school-leaving age in the relevant jurisdiction stops attending, disengages from, or completes their training. The previous school will support the student by talking to them about alternative pathways to education, training and employment.

Child Safe Environments

Please also refer to our Child Safety and Wellbeing Policy for further information on supporting students under the age of eighteen (18) years.

Student Loans - Process & Procedures Relating to Student Entry

These HEED EDUCATION's 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*.

When is a Student Academically Suited?

A student is academically suited to a course when:

- HEED EDUCATION reasonably believes the student is academically suited, and
- The student satisfies any entry requirements for the course, and
- The student satisfies one of the following requirements:
 - HEED EDUCATION obtains a 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
 - the student is assessed using the *ACER Core Skills Profile for Adults (CSPA)*, as displaying competence at or above Exit Level 3 in the *Australian Core Skills Framework (ACSF)* in both reading and numeracy and HEED EDUCATION reasonably believes that the student displays that competence, or
 - HEED EDUCATION obtains a copy of a certificate that a qualification at level 4 or above in the Australian Qualifications Framework has been awarded to the student by a body registered to award the qualification in the AQF in Australia and the course was delivered in English.

Senior Secondary Certificate Requirements

HEED EDUCATION can only accept a copy of a year 12 certificate from an Australian state or territory.

Where a Student Cannot Provide a Copy of a Certificate

If a student cannot provide a copy of a qualification certificate for their *Australian Qualifications Framework* level 4 or above qualification, HEED EDUCATION may accept from the student a copy of their authenticated transcript from the Student Identifiers Register as proof, provided it evidenced completion of the relevant qualification.

Assessing Competency in Reading and Numeracy

HEED EDUCATION ensures the required 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 Secretary in the form, manner and by the time requested by the Secretary.

HEED EDUCATION retains these results for at least five (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 HEED EDUCATION's assessment of readiness. *The Australian Council for Educational Research's (ACER's)* recommendation is that at least three (3) months between assessments should provide enough time for progress to be made and improvement to be able to be demonstrated. This would allow time for the learner and HEED EDUCATION to implement any targeted LLN support and to have sufficient time for the learner to improve their LLN skills to the required level. Re-sit within three (3) months will be a risk indicator.

Please refer to the **Pre-enrolment Review** process below for further information on specific student entry procedure activities.

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 application for enrolment for their initial course of interest. This online application once received forms the basis of the initial enrolment information.

For prospective students that do not start the application for enrolment process online, a hard-copy **Application for Enrolment Form** is completed.

In either case, once provided, the application information provided is used by HEED EDUCATION representatives as a component of the Pre-Enrolment Review, as it provides significant information on the student's background, prior skills and qualifications, current employment status and any specific individual needs.

Applications for enrolment are signed by individuals 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. For applicants under the age of eighteen (18) years, a parent or guardian is also required to sign the application.

Disclosure of Individual Needs

Disclosure of a disability or ongoing ill health, including mental ill health, is each individual's choice and is not a requirement for participation in a training product. However, applicants are encouraged to share all relevant information about the impact of any disability or other support need early in their engagement with HEED EDUCATION to assist the assessment of applications and for student support purposes.

Pre-Enrolment Review

HEED EDUCATION conducts a **Pre-Enrolment Review** of current competencies including foundation skills prior to enrolment of each student.

The Pre-Enrolment Review is designed to:

- Ensure students have the ability to communicate effectively in English at suitable level for the course,
- Ensure students understand employment pathways or opportunities the course can lead to, employer expectations and working conditions in this field of employment,
- Ensure students understand industry or regulatory requirements, such as minimum age or police checks, and hold these as relevant,
- Confirm students' aptitude for learning,
- Identify any competencies previously acquired Recognition of Prior Learning (RPL) or Credit Transfer,
- Ascertain a suitable, and the most suitable qualification for the student to enrol in, based on:
 - the individual's existing educational attainment, capabilities, aspirations and interests,
 - due consideration of the likely job outcomes, participation and/or further study opportunities from the development of new competencies and skills,
 - being vocationally relevant and reflecting industry requirements and the workplace setting,
 - minimising duplication of the individual's existing competencies, and
 - meeting the individual's needs,
- Ascertain that the proposed learning strategies and materials are appropriate for that individual, based on:
 - providing reasonable and accessible support to facilitate the individual's participation in training and attainment of skills, and
 - the Volume of Learning, amount of training, duration, delivery modes, materials, facilities and equipment are sufficient:
 - to meet the individual's needs, and
 - for the individual to consolidate skills and produce job-ready competencies,
- Where the proposed learning includes portions delivered online, identify the individual's digital capability, including access to necessary technology, and where necessary identify steps to overcome any barriers in this regard, and
- Ensure students understand course expectations, methods of delivery, cost of the course, additional expenses such as personal protective equipment, location of the course, recognition of prior learning, work placement requirements and attendance requirements.

Medical Screening

When a candidate indicates any disability, impairment, or long-term condition on the Enrolment Application Form, Heed Health Education requires a medical screening to be completed by the candidate's General Practitioner (GP) or specialist. This is to ensure the candidate's ability to safely undertake the healthcare course, including its clinical skills training and placement components.

All information provided will be treated with strict confidentiality and used solely to assess medical suitability for course participation.

Course Services are designed to build on a student's existing abilities and develop new ones. Applicants' existing educational and vocational attainment, other demonstrated capabilities, career aspirations and general interests are considered in course selections and services planning.

Applicants are not encouraged to undertake training where there is not a reasonable prospect of completion.

HEED EDUCATION does not enrol any individual in a training product that is not suitable or is inappropriate for the individual. The **Pre-Enrolment Review** is completed, and the outcomes known and documented, prior to acceptance of an individual's enrolment application.

The Pre-Enrolment Review is a comprehensive assessment where HEED EDUCATION genuinely seeks to understand an applicant's needs. It's a conversation that encourages individuals to reflect on their own aspirations and guides their selection of suitable training.

The Pre-Enrolment Review is undertaken by skilled HEED EDUCATION personnel who provide impartial advice and translate an individual's ideas about their future into tangible and suitable choices.

The Pre-Enrolment Review process encompasses:

- Student identification confirmation,
- Course information & requirements,
- Identifying individual needs and any support services needed, including:
 - Existing educational attainment, capabilities, aspirations and interests and individual needs,
 - Foundation skills assessment,
 - Confirmation of entry requirements and admission requirements met,
 - Consultation regarding any specific support needs,
- Previous competencies, credit transfer application (if relevant) and RPL application (if relevant),
- Employer engagement (if relevant),
- Government support eligibility (if relevant), and
- Final planning, course confirmation and enrolment decision.

Each of these components is outlined below.

Student Identification Requirements

A number of HEED EDUCATION 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, age, citizenship), and
- Evidence of entry requirements and admission requirements being met (for example, previous qualifications/study).

Each individual's identity is confirmed as an initial step in the Pre-Enrolment Review process.

Course Information

During the Pre-Enrolment Review process, general and course specific information, including the relevant **Course Webpage** is explained in further detail and student queries answered. This generally includes:

- Explanation of course content, competency standards, timelines and stakeholders,
- Outline of entry requirements and admission requirements,
- Duration of course and the delivery mode of course,
- Identification of specific resource requirements for the course,
- Explanation of assessment procedures relevant to course,
- HEED EDUCATION's procedures and processes, and
- Fees, charges and refunds information.

Identifying Individual Needs

Entry and Admission Requirements

As a component of the Pre-Enrolment Review process, HEED EDUCATION reviews all enrolment applications to ensure individuals meet course entry requirements and course admission requirements relating to the individual's suitability being met prior to acceptance of an individual into a course.

HEED EDUCATION's approach is conducted with honesty and integrity.

HEED EDUCATION:

- Reviews prospective student's skills to ensure they have the necessary language, literacy, numeracy and digital proficiency, and other foundation skills as relevant, to undertake the intended training product.
- Informs prospective students about the extent of support services available (including the limits of HEED EDUCATION's ability to respond to individual needs) to allow prospective students opportunity to decide if the organisation is able to meet their needs.
- Ensures all applicants have the resources to access the required online environments, such as a computer and appropriate internet access, where relevant.
- Provides advice to prospective students about the training product(s) appropriate to meeting their needs, taking into account each individual's needs and any support services needed.

The approach used review skills and competencies (and provide necessary advice to prospective students) depends on the nature of the training product and the student cohort. Different strategies are used where an applicant wishes to enrol in a one-year, full-time program compared to an applicant seeking to enrol in a low cost, short duration, skill set course. Strategies for reviewing applicant foundation skills and competencies (and providing relevant advice) are adapted and proportionate to the context.

Please refer to the relevant **Training and Assessment Strategy** for specific information on foundation skills requirements and the approach for foundation skills assessment.

Academic Suitability – Foundation Skills Assessment

Where a course has specific academic suitability admission requirements, as part of the Pre-Enrolment Review students are required to complete a **Foundation Skills Assessment** to ensure that the student has the skills required to complete the course.

HEED EDUCATION's Foundation Skills Assessments are:

- Aligned to the *Australian Core Skills Framework (ACSF)*, *Digital Capability Skills Framework (DLSF)* and the *Core Skills for Work Developmental Framework (CS4W)*, as relevant.
- Aligned to the specific requirements of the training product, delivery modes and other contextual factors.
- Administered under the direct supervision of an HEED EDUCATION representative to ensure the authenticity of the assessment results.

The results of Foundation Skills Assessments are reported to applicants as soon as practicable after the assessment has occurred.

If the student is unable to complete the Foundation Skills Assessment satisfactorily, the relevant HEED EDUCATION representative will complete a further **Foundation Skills Assessment Report**, making recommendations on required actions that may include:

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

The Foundation Skills Assessment Report is provided as soon as practicable to the *Chief Executive Officer*, who makes a final determination on the report's recommendations within five (5) working days.

HEED EDUCATION does not enrol any applicant where a significant LLND gap is identified. Instead, an alternative training product may be offered that matches their current skills a referral to career counselling for appropriate pathway advice may be made.

Provision of Support Services

HEED EDUCATION provides a range of educational, training support services and wellbeing support services to students, to enable them to meet the training product requirements and progress through / complete the training product in which they are enrolled.

Consultation with Individuals Living with a Disability

There may be times and situations in which a student may require '*reasonable adjustment*' of the training and assessment methods implemented by HEED EDUCATION to meet their specific individual needs. HEED EDUCATION has formal consultation arrangements in place to determine and support these needs that occurs during the Pre-enrolment Review process.

Please refer to the **Access, Equity, Welfare, Wellbeing and Student Support Policy** for further information.

Credit Transfer

As a component of the Pre-Enrolment Review process, HEED EDUCATION ensures students who have previously completed an equivalent training product are supported to have their training recognised.

Credit transfer means the process of recognising and awarding credit for prior successful completion of an equivalent unit of competency or module.

Students are offered opportunities to seek credit transfer and are made aware of the organisation's policies for this.

Decisions related to credit transfer are:

- Based on evidence of prior completion of an equivalent training product demonstrated by AQF certification documentation or an authenticated VET transcript (unless prevented by licensing or regulatory requirements of the training product), and
- Documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product.

Where a student provides suitable evidence, they have successfully completed a unit or module at any RTO, HEED EDUCATION 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.

HEED EDUCATION 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.

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.

HEED EDUCATION recognises authenticated AQF certification documentation from other Registered Training Organisations and authenticated VET 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 VET Transcript, HEED EDUCATION authenticates the information in the document.

Student Request for Credit Transfer

If a student wishes to apply for credit transfer, it is mandatory that they complete the **Preliminary RPL Assessment 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 AQF certification documentation *Qualification or Statement of Attainment* indicating exactly the same code and title as those included in the student application, or other documents of equivalence.

HEED personnel processing credit transfer results must:

1. Ensure the unit codes on the previous AQF certification documentation / VET 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 HEED EDUCATION must grant the credit transfer. Where credit transfer is granted, the student will be advised within five (5) working days of completion of processing and the training program adjusted accordingly.

Where credit transfer is not granted, the student will be notified in writing of the outcome within five (5) working days of completion of processing. 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.

HEED EDUCATION ensures the consistent application of credit transfer through structured processes, personnel training and quality assurance measures. Monitoring activities and internal audits verify consistency. Continuous monitoring and student feedback help refine the process, ensuring fairness, transparency and compliance.

Document Verification Procedure

When verifying documentation, HEED EDUCATION 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.

AQF Certification Documentation

1. Receive a copy of the AQF certification 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 AQF certification documentation 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.

VET Transcripts

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

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

"I confirm that I have authenticated this VET Transcript via the USI Organisation Portal"
With inclusion of the Representative's Name, Representative's Signature and Date.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) means an assessment process that involves assessment of an individual's relevant prior learning and experience (including skills and knowledge obtained through formal and informal learning) to determine the extent to which the individual meets requirements specified in the training product.

Students with prior skills, knowledge and competencies are supported to seek RPL to progress through the training product.

Students are offered opportunities to seek recognition of prior learning and are made aware of the RTO's policies for this. Please refer to the **Information Provision Policy** for further information.

RPL is based on evidence of prior skills, learning and/or experience, and is conducted in accordance with HEED EDUCATION's assessment system. Please refer to the **Assessment Policy** for further information.

HEED EDUCATION decisions about RPL are robust, fair, consistent and transparent, maintain the integrity of the training product, and are documented.

Where RPL is not Appropriate

It is recognised that enabling recognition of prior learning might not be appropriate or practical in all circumstances. For example, it may not be an efficient use of a student's time or HEED EDUCATION resources to undertake assessment of prior competencies for short, low-cost courses. However, in this case, HEED EDUCATION is transparent with students about the policies for RPL and is able to justify why recognition of prior learning is not appropriate where it is not made available.

RPL Process

The processes used to assess RPL applications may take several forms, but generally require participation in exactly the same or modified versions of the assessment a student would be required to complete as part of the full course. The assessment approach may incorporate:

- 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.

HEED EDUCATION ensures that trainers and assessors remain current in their continuing professional development and in their knowledge and understanding of issues related to recognition.

As a component of the Pre-Enrolment Review process, HEED EDUCATION 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 applicants prior to enrolment, and students 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.

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 HEED EDUCATION complete a **Preliminary RPL Assessment 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 HEED EDUCATION 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.

Employer Engagement

As a component of the Pre-Enrolment Review process, HEED EDUCATION 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 HEED EDUCATION 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,
- Competency-based training and assessment process,
- Complaints and appeals processes,
- Monitoring, evaluation and feedback arrangements,
- Further information contact details, and
- Any relevant required release from work or study.

HEED EDUCATION 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 *Other-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

The following section outlines the HEED EDUCATION eligibility processes across jurisdictions.

Student Loans Eligibility

To be eligible for student loans, a student must:

- Be an eligible student (refer below)
- Be studying an approved course,
- Apply to the government using the approved form and included all relevant information, and
- Confirm his or her engagement and progression to continue to access the loan throughout the course.

Student Eligibility

To be an eligible student, a student must:

- Meet the citizenship and residency requirements:
 - be an Australian citizen and their provider reasonably expects they will undertake at least some of the course of study in Australia, or
 - a qualifying New Zealand citizen, or
 - a permanent humanitarian visa holder, who is usually resident in Australia, AND

A student is not entitled to a student loan if the course is undertaken by the student primarily at an overseas campus. Similarly, if the student intends on studying overseas via distance education for their entire course, they would not meet the requirement to undertake the course primarily at an Australian campus.

- Have a *FEE-HELP* balance that is more than \$0, AND
- Be eighteen (18) years of age or older, or
- Have a parental consent form signed by a responsible parent of the student, or
- The student has received youth allowance on the basis that the student is independent within the meaning of Part 2.11 of the *Social Security Act 1991*, AND
- Be enrolled with HEED EDUCATION in an approved course and have enrolled in accordance with the application requirements
- Have been assessed by HEED EDUCATION as academically suited to undertake the approved course on the basis of:
 - providing their Australian Year 12 Certificate, or
 - providing evidence of successful completion of an *Australian Qualifications Framework* Certificate IV or higher qualification (where the language of instruction is English), or

- displaying competence at Exit Level 3 in the *Australian Core Skills Framework* in both reading and numeracy through an approved Language, Literacy and Numeracy test.
- Meet the Tax File Number (TFN) requirements, AND
- Have a Unique Student Identifier (USI) or be otherwise exempt, AND
- Have given the required documents to HEED EDUCATION and submitted the loan application form by the first census day no less than two business days after enrolling.

In addition, HEED EDUCATION must reasonably believe the student shows competence in completing the course

Australian Citizenship

If a student gains Australian citizenship part way through their course, the student may be eligible for a Student Loan for a course, or part of a course, yet to be completed, including courses currently enrolled in where the census dates have not passed.

A person gains Australian citizenship only after making the pledge of commitment and being issued with Evidence of Australian Citizenship from the Department of Immigration and Border Protection.

Permanent Humanitarian Visa Holders

In determining whether a permanent humanitarian visa holder will be resident in Australia for the duration of their course, HEED EDUCATION must disregard any periods spent outside of Australia if the holder:

- Cannot be reasonably regarded as indicating an intention to reside outside of Australia for the duration of the course or
- Is required to leave Australia to complete the requirements of that course.

To confirm if the visa class held by a person applying for a student loan is a permanent humanitarian visa contact the Department of Immigration and Border Protection website at www.border.gov.au/vevo.

Qualifying New Zealand Citizens

A New Zealand citizen is eligible if they hold a *Special Category Visa* and:

- Has usually been resident in Australia for at least ten (10) years, and
- Was a dependent child aged under 18-years of age when he or she first was usually resident in Australia, and
- Has been in Australia for periods totalling eight (8) years during the previous ten (10) years, and
- Has been in Australian for periods totalling eighteen (18) months during the previous two (2) years.

Most New Zealand citizens who arrive in Australia are the holders of a temporary visa called a *Special Category Visa (SCV)*. This is not a permanent visa but allows its holder to visit, live and work in Australia indefinitely.

Other permanent residents/permanent visa holders are not eligible for a student loan.

Determining Citizenship and Visa Status

It is HEED EDUCATION's responsibility to ensure students meet the citizenship and residency eligibility for student loans. HEED EDUCATION collects and verifies this information.

An Australian Passport is suitable evidence of Australian citizenship. Otherwise, the evidence required to demonstrate that an applicant is an Australian citizen may differ depending on whether the applicant was:

- Born overseas,
- Born in Australia before 20 August 1986, or
- Born in Australia on or after 20 August 1986.

Applicants Born Overseas and Acquired Australian Citizenship by Application

Applicants will need to provide one of the following documents as evidence of their Australian citizenship:

- An Australian passport, or
- An Australian citizenship certificate, or
- A Citizenship by Descent extract, or
- An Adoption in accordance with the Hague Convention on Intercountry Adoption or bilateral arrangement extract.

Applicants Born in Australia Before 20 August 1986

Applicants may provide their Australian Passport.

Alternatively, applicants will need to provide their full birth certificate issued by an Australian Registry of Births, Deaths and Marriages (RBDM).

An exception to this is where the applicant's parents were in Australia as diplomats or consular officers at the time of the applicant's birth. In these circumstances, the applicant will need to provide a citizenship certificate as evidence that they are an Australian citizen.

Applicant was Born in Australia on or After 20 August 1986 and One of their Parents was an Australian Citizen at the Time of their Birth

Applicants may provide their Australian Passport.

Alternatively, where one (or both) of the applicant's parents was an Australian citizen at the time of their birth, the applicant will need to provide their full birth certificate issued by an Australian RBDM **and one** of the following documents to show that one of their parents was an Australian citizen at the time of their birth:

- Their parent's Australian citizenship certificate, or
- If their parent was born in Australia before 20 August 1986, their parents full birth certificate issued by an Australian RBDM, or
- If their parent was born in Australia on or after 20 August 1986, their parent's full birth certificate issued by an Australian RBDM and their grandparent's Australian birth certificate issued by an Australian RBDM.

Applicant was Born in Australia on or After 20 August 1986 and One of their Parents was a Permanent Resident of Australia at the Time of their Birth

Where one (or both) of the applicant's parents was a permanent resident of Australia at the time of their birth, they will need to provide **both** of the following documents to prove their Australian citizenship:

- Their full birth certificate issued by an Australian RBDM, and
- Their Australian citizenship certificate.

The following documents are not acceptable as proof of a parent's permanent residency for student loan applications:

- Parent's foreign passport with a visa label,
- *Visa Entitlement Verification Online (VEVO) printout*,
- *Visa grant notification letter*,
- *Certificate of Evidence of Resident Status (CERS)*,
- *Certificate of Status for New Zealand Citizens in Australia (CSNZCA)*,
- *ImmiCard*, or
- *Freedom of Information (FOI) letter* from the Department of Immigration and Border Protection.

These documents only provide proof of a person's visa status on the day they are issued / printed and are not sufficient proof of a parent's resident status at the time the applicant was born.

Applicant or their Parent was Born in Papua New Guinea Prior to 16 Sep 1975

Papua New Guinea became a sovereign nation on 16 Sep 1975 (PNG Independence Day). Assessing Australian citizenship status of people born in PNG prior to 16 Sep 1975 can be complex. DIBP is aware that in the past this cohort of people has been incorrectly issued with an Australian passport based on an incorrect assessment of their citizenship status. As such, the citizenship status of some applicants born in PNG prior to 16 Sep 1975 must be checked and verified with DIBP.

The applicant should be referred to DIBP to obtain evidence of Australian citizenship if:

- Evidence of citizenship was issued before 1 Jan 2009 and the applicant was born in PNG prior to 16 Sep 1975, or
- Citizenship was acquired by descent before 1 Jan 2009 where the parent(s) was born in PNG before 16 Sep 1975.

A citizenship certificate can be accepted as evidence that the applicant is an Australian citizen if the evidence of citizenship was issued on or after 1 Jan 2009 regardless of the acquisition date or date of birth.

FEE-HELP Limit and Balance

There is a set maximum amount a person can borrow over their lifetime for student loans and *FEE-HELP*. This is known as the *FEE-HELP* limit.

Students are able to access student loans to pay the amount of any tuition fees for a course up to the designated loan cap band, provided the amount does not exceed their *FEE-HELP* limit. The department publishes the *FEE-HELP* limit in the student information booklets and on the *Study Assist* website at www.studyassist.gov.au.

As a person uses student loans or *FEE-HELP* to pay their tuition fees, the amount they may borrow in the future is reduced. Once a person has borrowed an amount equal to the *FEE-HELP* limit, they are no longer eligible for student loans or *FEE-HELP* to pay further tuition fees. This applies even if a person has partially or fully repaid their student loans or *FEE-HELP* debt.

The *FEE-HELP* limit is indexed on 1 January each year. If a person has reached their *FEE-HELP* limit in a particular year and wishes to enrol in a subsequent or later years they will be able to access any balance remaining up to the *FEE-HELP* limit, subject to the remaining loan cap for their course. The *FEE-HELP* limit is a lifetime limit and is not 'topped up' by making repayments towards a debt.

FEE-HELP Balance

A person's *FEE-HELP* balance is the limit subtracting any student loans and other *HELP* loans (*FEE-HELP* loans) they have used. Loan fees and indexation of outstanding debts are not included in a person's *FEE-HELP* balance.

It is HEED EDUCATION's responsibility to ensure a student's entitlement to student Loans, including confirming whether or not the student has accessed a student loan for parts of courses or units of study that may not have been reported at the time of enrolment. It is the responsibility of HEED EDUCATION to put in place enrolment procedures to check if a student is likely to exceed their *FEE-HELP* limit.

If a student enrolls in a part of a course or unit of study and has sufficient loan cap available, where the tuition fee exceeds the *FEE-HELP* limit, the student will only receive a student loan equal to the remaining *FEE-HELP* balance. HEED EDUCATION is responsible for collecting the remaining tuition fee for the part of a course or unit of study.

Students Enrolled with More than One Provider

Where a student does not have enough *FEE-HELP* balance to cover a part of a course or a unit of study, the department will notify the affected provider via an exception report. HEED EDUCATION is responsible for recovering any outstanding tuition fees from students in line with HEED EDUCATION's own procedures. The Commonwealth will only pay HEED EDUCATION Student Loans and/or *FEE-HELP* up to the available amount of the student's *FEE-HELP* balance.

Determining a Student's FEE-HELP Balance

A commencing student's *FEE-HELP* balance will be provided at the same time as a student's CHESN.

HEED EDUCATION can undertake an entitlement search at any time to obtain a student's remaining balance.

Finalising the Pre-Enrolment Review

As a Pre-Enrolment Review is conducted, HEED EDUCATION 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 HEED EDUCATION 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, a **Course Fees Agreement** (including statement of fees) is then prepared by HEED EDUCATION in order to make a formal enrolment offer to the prospective student and/or relevant supporting employer. Please refer to the **Fees, Charges and Refunds Policy** for further information.

Enrolment

HEED EDUCATION assesses all enrolment applications to ensure they meet the enrolment requirements of the course and to confirm their ability to complete the requested training product.

Where the enrolment of an individual would require unreasonable adjustments to the course program, the student's admission for enrolment will not be processed. Decisions on the acceptance or otherwise of enrolment applications are free from bias and discrimination.

Confirmation of Enrolment

A student's enrolment application into a course program is accepted and enrolment confirmed once:

- All pre-enrolment information has been provided and discussed,
- Student identity has been confirmed,
- All Pre-Enrolment Review processes are conducted, and
- A Course Fees Agreement has been completed and signed by all parties.

The date on which the **Course Fees Agreement** is completed and signed by all parties is confirmed as being the **official date of enrolment**.

Non-Acceptance of Enrolment Application

Where a prospective student does not have the required skills and competencies, HEED EDUCATION advises them of the training products that might be best suited to them and/or the support services and learning programs available that might enable them to build the required skills and competencies needed.

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

Induction

HEED EDUCATION induction sessions with students may be individual or in groups, and include:

- Further explanation of course content, competency standards, timelines and stakeholders,
- Preparation and signing of the Training Plan, and
- Provision of initial course resources, information or activities.

HEED EDUCATION personnel conducting the induction process are responsible to ensure all paperwork is completed.

- how to resolve workplace issues, such as through the Fair Work Ombudsman.

Training Plans

HEED EDUCATION documents course services information on training and assessment in a **Training Plan** or **Delivery and Assessment Plan** for all students. Training plans include:

- Name and contact details for HEED EDUCATION (and employer, for apprentices/trainees),
- Title and code of qualification,
- Unit title and code of competencies/modules to be obtained, core and elective,
- Dates for training and assessment for each unit or group of units,
- Delivery modes to be used,
- Proposed learning strategies and resources that are appropriate for the student,
- Details of the support services that the student will receive, including if they:
 - are Australian Aboriginal or Torres Strait Islander,
 - have a disability, or
 - are long-term unemployed,
- Details of any customisation included to respond to the needs of the student and/or work locations and/or employer,
- Assessment details and arrangements,
- Record of RPL and credit transfer hours granted, as relevant, and
- Signature (including date of signature) of the HEED EDUCATION representative and the student.

Amendments to the Training Plan

HEED EDUCATION updates the Training Plan according to any changes mutually agreed throughout the course services. HEED EDUCATION monitors each student's progress in satisfying the requirements of the qualification, in line with the Training Plan.

HEED EDUCATION routinely negotiates amendments to the Training Plan approach with all students. Where a major amendment occurs (e.g. delivery mode change of unit selection):

- An amended training plan is prepared in negotiation with the student(s), and
- All parties sign off a new declaration on the amended training plan to confirm agreement.

HEED EDUCATION reviews training plan with the apprentice / trainee and the employer during every calendar quarter and maintain records of the reviews that are signed by the RTO, the employer and the apprentice / trainee.

HEED EDUCATION provides a copy of the revised Training Plan to the student (and the employer where applicable) within fourteen (14) days of the revised Training Plan being signed.

Monitoring and Evaluation

HEED EDUCATION monitors and evaluates application, student enrolment and induction processes to ensure performance is effective and outcomes are met.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.