



## Student Advice & Selection

Global Institute (GI) 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, GLOBAL INSTITUTE 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.

GLOBAL INSTITUTE provides high quality course services, including training and assessment that is suitable and appropriate for each Student.

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

*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.

GLOBAL INSTITUTE 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, GLOBAL INSTITUTE 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	Australian Training Directory <a href="https://www.myskills.gov.au/">https://www.myskills.gov.au/</a>
Australian Capital Territory	Skills ACT <a href="https://www.skills.act.gov.au/">https://www.skills.act.gov.au/</a>
New South Wales	Smart & Skilled <a href="https://smartandskilled.nsw.gov.au">https://smartandskilled.nsw.gov.au</a>
Northern Territory	VET NT <a href="http://www.vet.nt.gov.au/">http://www.vet.nt.gov.au/</a>
Queensland	QLD Skills Gateway <a href="http://www.skillsgateway.training.qld.gov.au">http://www.skillsgateway.training.qld.gov.au</a>
South Australia	Skills Gateway <a href="http://www.skills.sa.gov.au">http://www.skills.sa.gov.au</a>
Tasmania	Skills Tasmania <a href="http://www.skills.tas.gov.au/learners">http://www.skills.tas.gov.au/learners</a>
Victoria	Victorian Skills Gateway <a href="http://www.education.vic.gov.au/victorianskillsgateway">http://www.education.vic.gov.au/victorianskillsgateway</a>
Western Australia	Jobs & Skills <a href="https://www.jobsandskills.wa.gov.au">https://www.jobsandskills.wa.gov.au</a>

### Academically Suited

GLOBAL INSTITUTE 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, GLOBAL INSTITUTE's student application and enrolment processes include the requirements that:



1. The student satisfies minimum academic admission requirements; and
2. The Student completed the LLN assessment provided by Global Institute ( LLN Robot ); and
3. The student satisfies any other specified entry requirements for the particular course; and
4. GLOBAL INSTITUTE reasonably believes that the student is academically suited to undertake the course.

GLOBAL INSTITUTE has a documented 'Pre-Enrolment Review' process (as outlined below) for conducting the LLN assessment, which includes how the Australian Core Skills Framework (ACSF) level (1 – 5) of the student is determined.

GLOBAL INSTITUTE aligns the results of each student's LLN assessment with the ACSF. The ACSF level (1 – 5) of the student is recorded on the LLN assessment.

### **Participant Agreement**

GLOBAL INSTITUTE 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 GLOBAL INSTITUTE ;
- Been informed by GLOBAL INSTITUTE 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.

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

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

GLOBAL INSTITUTE 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.

GLOBAL INSTITUTE only provides funded activities to a prospective student if:

- GLOBAL INSTITUTE can meet the needs of the prospective student identified in an assessment; and
- the prospective student has the willingness to complete.

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

### **Upfront Assessment of Need**

GLOBAL INSTITUTE does not enrol a student in a course unless and until GLOBAL INSTITUTE has undertaken for the specific purpose of that course an Upfront Assessment of Need, which requires GLOBAL INSTITUTE to assess the student:

- As meeting the eligibility criteria;
- As meeting the entitlement criteria; and
- For his or her suitability for the course, individual learning and support needs and language, literacy and numeracy needs.

GLOBAL INSTITUTE records the outcomes from the Upfront Assessment of Need as prescribed by the department on the department's website.

### **VET Student Loans - Process & Procedures Relating to Student Entry**

These GLOBAL INSTITUTE '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:

- GLOBAL INSTITUTE 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:
  - GLOBAL INSTITUTE 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 GLOBAL INSTITUTE reasonably believes that the student displays that competence; or
  - GLOBAL INSTITUTE obtains a copy of a certificate that 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

GLOBAL INSTITUTE 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, GLOBAL INSTITUTE 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

GLOBAL INSTITUTE 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 Secretary in the form, manner and by the time requested by the Secretary.

GLOBAL INSTITUTE 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 GLOBAL INSTITUTE's assessment of readiness. The Australian Council for Educational Research's (ACER's) recommendation is that at least 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 GLOBAL INSTITUTE 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 3 months will be a risk indicator.

Pre-Enrolment Review

GLOBAL INSTITUTE conducts a *Pre-Enrolment Review* (referred to as *Pre-Training Review* for Victorian *Skills First* subsidised students) of current competencies including literacy and numeracy skills prior to commencement in training for each student.

The Pre-Enrolment Review is designed to:

- 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.

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

GLOBAL INSTITUTE does not enrol a student in a course or qualification that is not suitable or inappropriate for that Student. The Pre-Enrolment review is completed, and the outcomes are known and documented, prior to acceptance of the Student's enrolment application.

The Pre-Enrolment Review is a comprehensive assessment where GLOBAL INSTITUTE genuinely seeks to understand a Student's training needs. It's a conversation that encourages Students to reflect on their own aspirations and guides their selection of suitable training.

The Pre-Enrolment Review is undertaken by skilled GLOBAL INSTITUTE personnel who provide impartial advice and translate a Student's ideas about their future into tangible and suitable choices.

The Pre-Enrolment Review process encompasses:

- Student identification confirmation;
- Course information & requirements;
- Identifying Students' existing educational attainment, capabilities, aspirations and interests and individual needs;
- Language, Literacy & Numeracy assessment;
- Where the proposed learning includes portions delivered online, identify the individual's digital capability, including access to necessary technology;
- Previous competencies, Credit Transfer application (if relevant) and Recognition of Prior Learning 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 GLOBAL INSTITUTE projects require identification to be confirmed and verified identification evidence to be retained on file on admission to any nationally recognised course program. This may include:

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

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



## Course Information

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

- 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;
- GLOBAL INSTITUTE's procedures and processes; and
- Fees, charges and refunds information.

## Identifying Individual Student's Needs

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

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

To maximise the chance of students successfully completing their training, GLOBAL INSTITUTE:

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

## 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 GLOBAL INSTITUTE 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 an online printout 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 a formal acceptance of the student's enrolment into the course.

## Students' Needs

As a component of this process, GLOBAL INSTITUTE 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.

GLOBAL INSTITUTE 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 GLOBAL INSTITUTE considers necessary to support students to achieve competency.

Support services are made available either directly or via arrangements with a Third Party.

GLOBAL INSTITUTE'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, GLOBAL INSTITUTE 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, GLOBAL INSTITUTE requires the assessment process to be conducted with honesty and integrity.

Global Institute uses the LLN Robot online program to assess students in Language, Literacy and Numeracy (LLN).

### General VET Courses Academic Suitability

General arrangements for students wishing to enrol in a VET course require the student to complete the GLOBAL INSTITUTE LLN Quiz relevant to their course application.

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

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

- Online quiz
- Individually by the student after identification has been confirmed; and

### 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 GLOBAL INSTITUTE representative will complete a further *LLN Assessment Report*, making recommendations on required actions that may include:

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

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



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

Regardless of the outcome of the assessment result or outcome of the student's application for enrolment, GLOBAL INSTITUTE 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 GLOBAL INSTITUTE 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, GLOBAL INSTITUTE 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, GLOBAL INSTITUTE provides credit for that unit or module. In some cases, licensing or regulatory requirements may prevent a unit or module from being awarded through a credit process.

GLOBAL INSTITUTE 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.

GLOBAL INSTITUTE 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, GLOBAL INSTITUTE authenticates the information in the document.

### **Document Verification Procedure**

When verifying documentation, GLOBAL INSTITUTE 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 GLOBAL INSTITUTE 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.

Global Institute’s 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](http://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 GLOBAL INSTITUTE 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.

GLOBAL INSTITUTE 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, GLOBAL INSTITUTE 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 GLOBAL INSTITUTE 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 GLOBAL INSTITUTE 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 GLOBAL INSTITUTE's 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 GLOBAL INSTITUTE personnel understand any financial implications that may apply and discuss correct fees and charges with the student concerned.

### Overseas Students RPL & Course Credit

GLOBAL INSTITUTE has implemented this documented policy and process for assessing and recording recognition of prior learning (RPL) and granting and recording course credit. The decision to assess prior learning or grant course credit preserves the integrity of the award to which it applies and complies with requirements of the underpinning educational framework of the course.

Where GLOBAL INSTITUTE grants RPL or course credit to an overseas student, GLOBAL INSTITUTE :

- Gives a written record of the decision to the overseas student to accept; and
- Retains the written record of acceptance for two years after the overseas student ceases to be an accepted student.

Where GLOBAL INSTITUTE grants the overseas student RPL or course credit that reduces the overseas student's course length, it:

- Informs the student of the reduced course duration following granting of RPL and ensure the confirmation of enrolment (CoE) is issued only for the reduced duration of the course; and
- Reports any change in course duration in PRISMS if RPL or course credit is granted after the overseas student's visa is granted.

### Employer Engagement

As a component of the *Pre-Enrolment Review* process, GLOBAL INSTITUTE 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 GLOBAL INSTITUTE 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.

GLOBAL INSTITUTE 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.

## Overseas Student Transfers

GLOBAL INSTITUTE does not knowingly enrol an overseas student seeking to transfer from another registered provider's course prior to the overseas student completing six months of his or her principal course, except where any of the following apply:

- The releasing registered provider, or the course in which the overseas student is enrolled, has ceased to be registered;
- The releasing registered provider has had a sanction imposed on its registration by the ESOS agency that prevents the overseas student from continuing his or her course at that provider;
- The releasing registered provider has agreed to the overseas student's release and recorded the date of effect and reason for release in PRISMS; or
- Any government sponsor of the overseas student considers the change to be in the overseas student's best interests and has provided written support for the change.

GLOBAL INSTITUTE has implemented this documented policy and process for assessing overseas student transfer requests prior to the overseas student completing six months of their principal course.

The policy is available to all personnel and overseas students.

## Transfer Process

For any overseas student seeking a transfer, the following process applies:

1. The overseas student to lodge a written request to transfer.
2. The overseas student must provide a valid enrolment offer from another registered provider with their written request.
3. GLOBAL INSTITUTE will assess all transfer requests in a reasonable timeframe within 14 calendar days of receipt of a request and reply to the overseas student's transfer request in writing having regard to the restriction period.
4. GLOBAL INSTITUTE will grant the transfer request where the transfer is in the overseas student's best interests, including but not limited to where the GLOBAL INSTITUTE has assessed that:
  - The overseas student will be reported because they are unable to achieve satisfactory course progress at the level they are studying, even after engaging with that GLOBAL INSTITUTE's intervention strategy to assist the overseas student;
  - There is evidence of compassionate or compelling circumstances;
  - GLOBAL INSTITUTE fails to deliver the course as outlined in the written agreement;
  - There is evidence that the overseas student's reasonable expectations about their current course are not being met;
  - There is evidence that the overseas student was misled by the GLOBAL INSTITUTE or an education or migration agent regarding it or its course and the course is therefore unsuitable to their needs and/or study objectives; or
  - An appeal (internal or external) on another matter results in a decision or recommendation to release the overseas student.

If the overseas student is under 18 years of age:

- GLOBAL INSTITUTE ensures written confirmation the overseas student's parent or legal guardian supports the transfer
- Where the overseas student is not being cared for in Australia by a parent or suitable nominated relative, GLOBAL INSTITUTE ensures the receiving provider confirms in writing that it accepts responsibility for approving the student's accommodation, support and general welfare arrangements.



Where a release is granted, this occurs at no cost to the overseas student. GLOBAL INSTITUTE advises all overseas students to contact Immigration to seek advice on whether a new student visa is required.

5. GLOBAL INSTITUTE may consider the following circumstances as reasonable grounds to refuse the transfer:
  - If the transfer may jeopardise the overseas student's progression through a package of courses;
  - If the overseas student has recently started studying the course and the full range of support services are yet to be provided or offered to the student (it is good practice to revisit the issue within a timeframe negotiated with the student); or
  - If the overseas student is trying to avoid being reported for failure to meet attendance or academic progress requirements.
  
6. Where GLOBAL INSTITUTE refuses a transfer request, the overseas student is informed in writing of:
  - The reasons for the refusal; and
  - The overseas student's right to access GLOBAL INSTITUTE's complaints and appeals process, within 20 working days.
  
7. GLOBAL INSTITUTE does not finalise an overseas student's refusal status in PRISMS until:
  - The overseas student has chosen not to access the complaints and appeals processes within the 20-working day period; or
  - The appeal finds in favour of GLOBAL INSTITUTE; or
  - The overseas student withdraws from the process.

If GLOBAL INSTITUTE enrolls a student under 18 years of age who has welfare arrangements approved by another registered provider, it must:

- Negotiate the transfer date for welfare arrangements with the releasing provider to ensure there is no gap; and
- Inform the student of their visa obligation to maintain their current welfare arrangements until the transfer date or have alternate welfare arrangements approved or return to their home country until the new approved welfare arrangements take effect.

### Transfer Records

GLOBAL INSTITUTE maintains records of all requests from overseas students for a release and the assessment of, and decision regarding, the request for two years after the overseas student ceases to be an accepted student.

### Withdraw from a course

#### **8. HOW TO WITHDRAW FROM A COURSE AND GET A REFUND OR RE-CREDIT**

8.1 Complete a SCV Form. The SCV Form is available from the Student Care Office or the Global Institute's website.

8.2 Complete a Refund / Re-Credit Request Form. The Refund / Re-Credit Request Form is available from the Student Care Office or the College website (or in the case of re-credit requesting in writing directly to the College).

8.3 Attach all relevant documents to the SCV Form. You should attach documents supporting the reason for your withdrawal and confirming your identity as well as a Refund / Re-Credit Request Form.

8.4 Hand in the completed forms to Student Care or email to: [studentservice@globalinstitute.edu.au](mailto:studentservice@globalinstitute.edu.au) and [principal@globalinstitute.edu.au](mailto:principal@globalinstitute.edu.au). Please make sure that your student number and current contact details (email address, mobile phone number) are on the form. Please sign and date the SCV Form before handing it in. Your form will NOT be processed if it is not signed and dated. The College will



process your completed SCV Form and assess whether you are entitled to a refund or re-credit based on our Policy. The College may ask for further information or documentary evidence. Please note that incomplete SCV Forms may delay the processing of it and payment of refunds or re-credits. **POLICY REVIEW** This Policy will be reviewed as part of the College's three (3) yearly review process or as legislation requires. **RELEVANT LEGISLATION** This document references the following legislation, regulations, codes and standards: Relevant Legislation/codes/standards Commonwealth VET Students Loan Act 2016 (Cth) Standards for Registered Training Organisations (RTOs) 2015 Higher Education Support ACT 2003 **RELATED POLICIES AND PROCEDURES** This document references the following College policies and/or procedures: Related Policies and Procedures Procedures FEE-HELP Review Procedures for Re-crediting a FEE-HELP Balance Forms SCV Form Refund / Re-Credit Request

## VET Student Loans Eligibility

To be eligible for VET 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 VET 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 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 GLOBAL INSTITUTE in an approved course and have enrolled in accordance with the application requirements
- Have been assessed by GLOBAL INSTITUTE 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 GLOBAL INSTITUTE and submitted the loan application form by the first census day no less than two business days after enrolling.

In addition, GLOBAL INSTITUTE 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 VET 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, GLOBAL INSTITUTE 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 VET Student Loan is a permanent humanitarian visa contact the Department of Immigration and Border Protection website at [www.border.gov.au/vevo](http://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 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 8 years during the previous 10 years; and
- Has been in Australian for periods totalling 18 months during the previous 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 VET student loan.

### **Determining citizenship and visa status**

It is GLOBAL INSTITUTE's responsibility to ensure students meet the citizenship and residency eligibility for VET Student Loans. GLOBAL INSTITUTE 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 parent's 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 VET 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 VET Student Loans and FEE-HELP. This is known as the FEE-HELP limit.

Students are able to access VET 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](http://www.studyassist.gov.au).

As a person uses VET 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 VET Student Loans or FEE-HELP to pay further tuition fees. This applies even if a person has partially or fully repaid their VET 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 VET 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 GLOBAL INSTITUTE's responsibility to ensure a student's entitlement to VET Student Loans, including confirming whether or not the student has accessed a VET 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 GLOBAL INSTITUTE 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 VET Student Loan equal to the remaining FEE-HELP balance. GLOBAL INSTITUTE 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. GLOBAL INSTITUTE is responsible for recovering any outstanding tuition fees from students in line with GLOBAL INSTITUTE's own procedures. The Commonwealth will only pay GLOBAL INSTITUTE VET 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.

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