



STELLA COLLEGE

Enrolment Policy and Procedure

RTO Code 41290



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Purpose

The purpose of this policy is to ensure that Stella College 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.

Stella College 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 2025 *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, considering their skills and competencies.

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

Legislative Reference

Outcome 2 – VET Student Support, Division 1 – Information, Standard 2.2, National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (Cth).

Scope

This policy applies to:

- All prospective and enrolled domestic students seeking to enrol in any nationally recognised training product delivered by Stella College, including qualifications, skill sets, and standalone units of competency.
- All Stella College personnel involved in the enrolment process, including those conducting Pre-Training Reviews, LLND assessments, Training Plan development, and progress monitoring.
- Apprentices and trainees enrolled under a National Training Contract, in addition to the requirements of the relevant State or Territory Training Authority.
- Employer-sponsored students, where the employer is a party to the enrolment or Training Plan.
- Any third party engaged by Stella College to carry out any component of the enrolment process on its behalf.

This policy does not apply to:

- Non-accredited training or professional development activities that do not lead to a nationally recognised qualification or statement of attainment.
- Training products not listed on Stella College's current scope of registration with ASQA.

Role and Responsibilities

Chief Executive Officer (CEO): Has overall accountability for the integrity and compliance of the enrolment process. Approves this policy and any material amendments. Reviews enrolment performance data quarterly as part of the continuous improvement cycle.

Training Coordinator - Oversees the quality and consistency of Pre-Training Reviews across all training products. Ensures Training Plans are developed in accordance with this policy and the relevant TAS. Manages student progress monitoring and the at-risk intervention process. Ensures trainers and assessors are informed of each student's individual needs, support requirements, and Training Plan commitments before delivery commences.

Trainers and Assessors: Conduct Pre-Training Reviews for their assigned training products in accordance with this policy and the PTR and LLND Policy. Develop and maintain Training Plans in collaboration with students

and (where applicable) employers. Monitor student progress at the unit of competency level and notify the Training Coordinator of at-risk students within five (5) business days of identification. Facilitate RPL and Credit Transfer discussions during the enrolment process.

Administrative Staff: Collect and process enrolment applications, Enrolment Forms, and supporting documentation. Verify student identity documents. Collect and verify USIs through the USI Registry System. Maintain accurate AVETMISS data in the student management system. Issue enrolment confirmations, Statements of Fees, and formal correspondence within required timeframes.

Students: Provide accurate and complete information on their enrolment application. Obtain and provide a verified USI prior to or at the time of enrolment. Disclose any disability, health condition, or support need that may affect their participation in training. Engage honestly and in good faith with the Pre-Training Review process. Notify Stella College promptly of any change in circumstances that may affect their enrolment or progress.

Definitions

The following terms are used throughout this policy. Where a term is defined in the RTO Standards 2025 or the Student Identifiers Act 2014, that definition applies.

Term	Definition
Training Product	An AQF qualification, a skill set, a unit of competency, an accredited short course, or a module listed on the National Register (training.gov.au) and within Stella College's scope of registration with ASQA.
Pre-Training Review (PTR)	A structured process conducted by Stella College prior to enrolment to assess a prospective student's foundation skills, prior experience, individual needs, and suitability for a training product. The PTR informs enrolment decisions and the development of each student's Training Plan.
Foundation Skills	The combination of Language, Literacy, Numeracy and Digital literacy (LLND) skills, together with employability and learning skills, that a person needs to participate in education and training, the workplace, and the community. Assessed against the Australian Core Skills Framework (ACSF) and the Digital Literacy Skills Framework (DLSF).
Unique Student Identifier (USI)	A reference number created by the USI Registrar for an individual under the Student Identifiers Act 2014 (Cth). A USI must be collected and verified for every student before a nationally recognised AQF qualification or Statement of Attainment can be issued.
AVETMISS	The Australian Vocational Education and Training Management Information Statistical Standard — the national data standard for collecting, managing, and reporting VET activity data. Stella College is required to collect AVETMISS data for all enrolled students and submit it to NCVER annually.
Training Plan	A documented agreement between Stella College, the student, and (where applicable) the employer that sets out how, when, and where training and assessment will be delivered for a specific training product. For apprentices and trainees, the Training Plan is a mandatory component of the National Training Contract.

Term	Definition
Recognition of Prior Learning (RPL)	An assessment process that evaluates an individual's existing skills, knowledge, and experience — gained through formal and informal learning — against the requirements of a unit of competency, to determine whether competency can be recognised without the need for further training.
Credit Transfer	The process of recognising a previously completed and equivalent unit of competency or module as satisfying the requirements of a unit in the current training product, without requiring the student to repeat that learning.
Reasonable Adjustment	A modification to the enrolment process, training delivery, or assessment activities made to accommodate the needs of a student with a disability or other identified need, without compromising the integrity of the competency standard or the AQF level of the qualification.
Suitable	Training and assessment that meets the individual's needs, links to likely job and/or participation outcomes, and minimises duplication of the individual's existing competencies.
Appropriate	Training and assessment that 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.

Note: Terms not defined above take their meaning from the RTO Standards 2025, the Student Identifiers Act 2014, or if not defined there, their ordinary meaning in the context of vocational education and training

Rationale

The approach taken by Stella College for student enrolment ensures that individuals seeking educational opportunities receive accurate, transparent, and comprehensive information prior to enrolment.

By implementing a structured Pre-Training 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 Stella College 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.

Stella College's emphasis on accessibility and equity ensures that all individuals, including those with specific learning needs or preferences, are considered in the enrolment 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 students, stakeholders and Stella College. 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, Stella College 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.

Stella College 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 literacy (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.

Stella College undertakes a Pre-Training 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.

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.

Stella College 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, Stella College's student enrolment processes include the requirements that:

1. Applicants satisfy entry requirements or admission requirements for the specific course, and
2. Stella College reasonably believes that each individual applicant is academically suited to undertake the course.

Stella College 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, Stella College 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

Enrolment Information Collection All prospective students must complete and provide relevant enrolment information and personal data as part of their enrolment application. This includes all required AVETMISS data fields and the student's Unique Student Identifier (USI).

Unique Student Identifier (USI):

Stella College complies with the Student Identifiers Act 2014 (Cth) in relation to the collection, verification, and management of USIs. Specifically:

- Stella College collects and verifies each student's USI through the USI Registry System prior to, or at the time of, enrolment.
- Where a student does not have a USI, Stella College directs them to www.usi.gov.au to create one, or - where the student has provided written authorisation - applies for a USI on the student's behalf.
- Stella College provides the required USI Privacy Notice to all students prior to applying for a USI on their behalf.
- Stella College does not issue any AQF qualification or Statement of Attainment to a student whose USI has not been verified.
- USI data is stored securely in the student management system and is not disclosed except as required under the Student Identifiers Act 2014 or other applicable law.

AVETMISS Data:

Stella College collects all required AVETMISS data fields at enrolment in accordance with the National VET Provider Collection Data Requirements Policy. AVETMISS data is stored accurately in the student management system and submitted to NCVET as part of the annual Total VET Activity (TVA) reporting cycle. 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 Enrolment Form is completed.

In either case, once provided, the application information provided is used by Stella College representatives as a component of the Pre-Training 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

Stella College is committed to providing an inclusive and accessible enrolment experience for all prospective students, in accordance with the Disability Discrimination Act 1992 (Cth) and the Age Discrimination Act 2004 (Cth).

Disclosure of a disability, ongoing health condition (including mental health), or other support need is each individual's choice and is not a condition of enrolment. Stella College does not refuse enrolment solely on the basis of a disclosed disability or health condition.

However, applicants are encouraged to share relevant information about any disability or support need early in their engagement with Stella College. Early disclosure allows Stella College to:

- Assess whether reasonable adjustments can be made to the enrolment process, training delivery, or assessment activities to support the individual's participation.
- Connect the individual with appropriate support services before training commences.
- Plan training and assessment activities with the individual's needs in mind from the outset.

All information disclosed is treated with strict confidentiality and used only for the purpose of supporting the student. Stella College will not share disclosed health or disability information with third parties (including employers) without the student's explicit written consent, except as required by law.

Where Stella College determines that it cannot provide the level of support required by an individual, it will advise the individual honestly and provide referrals to services or providers better placed to meet their needs.

Student Identification Requirements

A number of Stella College projects require identification to be confirmed and verified identification evidence to be retained on file on enrolment 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).

Academic Suitability – Foundation Skills Assessment

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

Stella College's Foundation Skills Assessments are:

- Aligned to the *Australian Core Skills Framework (ACSF)*, *Digital Literacy Skills Framework (DLSF)* and the *Core Skills for Work Developmental Framework (CSFW)*, as relevant.
- Aligned to the specific requirements of the training product, delivery modes and other contextual factors.

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 Stella College's 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.

Where the LLND assessment identifies a gap between an applicant's current skills and the requirements of the training product, Stella College first develops a documented LLND Support Plan in accordance with the PTR and LLND Policy and Procedure, which may include reasonable adjustment, additional support strategies or modified resources. Enrolment is declined only where the applicant's core skill levels are significantly below the minimum required even with reasonable support, in which case the applicant is given honest and respectful feedback, offered an alternative training product where one is suitable, referred to an appropriate foundation skills program, assisted to connect with that program, and encouraged to re-apply once foundation skills have been developed. All decisions and referrals are documented in the student file. Decisions are made without discrimination and consistent with the Disability Discrimination Act 1992 (cth).

Privacy and Consent at Enrolment

Stella College collects personal information from prospective and enrolled students for the purpose of administering enrolment, delivering training and assessment, and meeting legislative and contractual obligations. All personal information is collected, used, stored, and disclosed in accordance with the Privacy Act 1988 (Cth) and the Australian Privacy Principles (APPs).

At the point of enrolment, Stella College provides each student with a Privacy Notice that explains:

- What personal information is being collected and why.
- How the information will be used (including for AVETMISS reporting and submission to NCVER).
- Who the information may be shared with, including: NCVER, ASQA, relevant state/territory training authorities, funding bodies (e.g. VIC DJSIR under the Skills First contract), employers (where the student is employer-sponsored), and the USI Registrar.
- The student's right to access and correct their personal information.
- How to contact Stella College with a privacy enquiry or complaint.

Students are required to acknowledge receipt of the Privacy Notice as part of the enrolment process. Stella College does not collect personal information beyond what is necessary for the purposes stated in the Privacy Notice.

For students under the age of eighteen (18), the Privacy Notice is also provided to the student's parent or guardian.

Please refer to Stella College's Privacy Policy for full details of personal information management practices.

Pre-Training Review

Stella College conducts a Pre-Training Review of current competencies including foundation skills prior to enrolment of each student.

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

The Pre-Training Review is a comprehensive assessment where Stella College 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-Training Review is undertaken by skilled Stella College personnel who provide impartial advice and translate an individual's ideas about their future into tangible and suitable choices.

The Pre-Training Review process encompasses:

- Student identification confirmation,
- Course information & requirements,
- The student understands the objectives and outcomes of the course they are undertaking.
- Identifying individual needs and any support services needed, including:
 - Existing educational attainment, capabilities, aspirations and interests and individual needs,
 - Foundation skills assessment,
 - Consultation regarding any specific support needs,
- Previous competencies, credit transfer application (if relevant) and RPL application (if relevant),
- Reviews and discusses the student's employment experience.
- Employer engagement (if relevant),
- Where a student's performance suggests they are not progressing at the required ACSF (Australian Core Skills Framework) level to successfully complete the proposed training, the Trainer will recommend appropriate support. If this support is within the scope of Stella College, it will be provided.

The most appropriate course for the student is determined, and the student is provided access to the Student Handbook and the Stella College website for detailed information about available support services.

Please refer to the PTR and LLND Policy and Procedure for further information.

Course Information

During the Pre-Training Review process, general and course specific information is explained in further detail and student queries answered. This generally includes:

- a. Explanation of course content, competency standards, timelines and stakeholders,
- b. Outline of entry requirements and admission requirements,
- c. Duration of course and the delivery mode of course,
- d. Identification of specific resource requirements for the course,
- e. Explanation of assessment procedures relevant to course,
- f. Stella College's procedures and processes, and
- g. Fee and refunds information.

Please refer to the Information Provision Policy for further information.

Identifying Individual Needs

Entry and Admission Requirements

As a component of the Pre-Training Review process, Stella College 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.

Stella College's approach is conducted with honesty and integrity.

Stella College

- a. 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.
- b. Informs prospective students about the extent of support services available (including the limits of Stella College's ability to respond to individual needs) to allow prospective students the opportunity to decide if the organisation is able to meet their needs.
- c. Ensures all applicants have the resources to access the required online environments, such as a computer and appropriate internet access, where relevant.
- d. 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 to 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.

Provision of Support Services

Stella College 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 Stella College to meet their specific individual needs. Stella College has formal consultation arrangements in place to determine and support these needs that occurs during the Pre-Training 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- Training Review process, Stella College 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.

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.

Please refer to Credit Transfer and RPL Policy and Procedure for further information.

Employer Engagement

As a component of the Pre-Training Review process, Stella College 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 Stella College course services receive the Handbook that provides a range of important information for employer involvement including:

- a. Employer and RTO responsibilities,
- b. Student attendance and behaviour expectations,
- c. Equity commitment,
- d. Work health and safety requirements,
- e. Privacy arrangements,
- f. Competency-based training and assessment process,
- g. Complaints and appeals processes,
- h. Monitoring, evaluation and feedback arrangements,
- i. Further information contact details, and
- j. Any relevant required release from work or study.

Stella College 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:

- a. 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,
- b. 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,
- c. Ensuring the assessment process is supported with supplementary evidence from the employer to contribute to the assessment outcome (such as *Other-party Reports*),
- d. Regular contact with the employer to confirm the student's progress, and
- e. Formal evaluation processes to gain further feedback on the training and assessment processes provided.

Finalising the Pre-Training Review

As a Pre-Training Review is conducted, Stella College representatives complete the Pre-Training Review to confirm that all components of the process are completed effectively.

As all Pre-Training Review activities above are completed, the Stella College representative clearly documents:

- 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-Training Review decision.

On conclusion of this process, statement of fees is then prepared by Stella College in order to make a formal enrolment offer to the prospective student and/or relevant supporting employer. Please refer to the Fee and Refunds Policy for further information.

Enrolment

Stella College 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 is accepted and enrolment confirmed once all of the following steps have been completed:

- All Pre-Training Review information has been provided and discussed with the applicant.
- Student identity has been confirmed with required identification documentation.
- LLND / Foundation Skills Assessment has been completed and the outcome documented.
- Pre-Training Review has been fully conducted and the outcome (suitable / not suitable) documented and signed off.
- RPL and Credit Transfer entitlements have been discussed and any applications initiated.
- USI has been collected and verified through the USI Registry System.
- A Statement of Fees has been provided to the student in writing.
- The Enrolment Agreement / Form has been signed by the student (and parent/guardian if under 18).
- Privacy consent and information collection notice has been provided and acknowledged.
- Training Plan has been drafted and provided to the student for review.

Enrolment is not confirmed until all applicable steps above are completed and documented in the student management system. A formal written enrolment confirmation letter is issued to the student within five (5) business days of all steps being finalised.

Non-Acceptance of Enrolment Application

Where a prospective student does not have the required skills and competencies, Stella College 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 a prospective student not be accepted into the course program they have applied for, Stella College will provide formal written notice of non-acceptance within five (5) business days of the decision being made.

The written notice will include:

- The reasons for non-acceptance, expressed clearly and without jargon.
- Any alternative training products or pathways that Stella College recommends as more suitable for the individual.
- Information on support services or preparatory programs that may enable the individual to meet entry requirements in the future.
- Information on how the prospective student may lodge a complaint or request a review of the non-acceptance decision under Stella College's Complaints Policy and Procedure.

Non-acceptance decisions are made without bias or discrimination and are based solely on the outcomes of the Pre-Training Review and the entry requirements of the relevant training product.

Training Plans

Stella College documents course services information on training and assessment in a Training Plan for all students. Training plans include:

- a. Name and contact details for RTO (and employer, for apprentices/trainees),
- b. Title and code of qualification,
- c. Unit title and code of competencies/modules to be obtained, core and elective,
- d. expected duration of the program
- e. timeframe for each subject, including the start date and end date of each subject, and including actual dates for when training has already occurred;
- f. Delivery modes to be used and persons responsible for the delivery and/or assessment of each
- g. Proposed learning strategies and resources that are appropriate for the student,
- h. Scheduled hours for competencies to be obtained
- i. Details of the support services that the student will receive
- j. Details of any customisation included to respond to the needs of the student and/or work locations and/or employer,
- k. Assessment details and arrangements,
- l. Record of RPL and credit transfer hours granted, as relevant, and

Additional Apprentice/Trainee requirements:

delivery modes and persons responsible for the delivery and/or assessment of each subject, including Structured Training: Workplace based, Structured Training off-the job and/or detailed training activities to be undertaken as part of any workplace based training arrangements (or, where this information is not available within the timeframe for first issuing a Training Plan, it must be made available as soon as is reasonably practicable);

details of the time allocated outside routine work duties for Structured Training Workplace based and/or Structured Training off-the-job;

- Signature (including date of signature) of the RTO representative, employer and the student.

When developing the Training Plan, Stella College engages with the employer and the apprentice or trainee and discusses:

- a. How, when and where the training will be delivered,

- b. The units of competence/units of study that will be delivered,
- c. Who will assess the apprentice or trainee, and
- d. The type of assessments that will be conducted.

Training Plans are developed and signed prior to training commencement, in line with any mandated timelines in the case of apprentices and trainees across states and territories. Typically, Stella College prepare Training Plans for *National Training Contracts* within twenty-eight (28) days of accepting a nomination. The Training Plan must be endorsed by the employer and the apprentice or trainee, as well as additional endorsement (as appropriate) from an apprentice's or trainee's parent or guardian, where the apprentice or trainee is under eighteen (18), and where the apprentice or trainee's parents are party to the Training Contract.

A copy of the signed training plan is provided to each student (and employer where relevant) within fourteen (14) days of the enrolment confirmation. This information ensures that both Stella College and the student are making informed decisions about the course services required and the respective obligations in the delivery of these course services.

Amendments to the Training Plan

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

Stella College 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.

Stella College 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.

Stella College 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.

Student Progress Monitoring

Stella College monitors each student's progress against the requirements of their Training Plan throughout the duration of their enrolment. This obligation applies to all enrolled students, including apprentices, trainees, and students in non-apprenticeship programs.

Monitoring activities include:

- Regular check-ins between the trainer/assessor and the student, at a frequency appropriate to the delivery mode and the duration of the training product.
- Review of assessment submission rates and outcomes at each unit of competency.
- Attendance monitoring (where applicable to the delivery mode).
- Quarterly review of Training Plans for apprentices and trainees (as required), with records signed by the RTO, employer, and student.

At-Risk Students:

Where monitoring identifies that a student is not progressing at the expected rate, or where a student has disengaged from training, the trainer/assessor notifies the Training Coordinator within five (5) business days. The Training Coordinator:

- Attempts to contact the student to understand the barriers to progress.
- Reviews whether the Training Plan requires amendment.
- Arranges additional support services where appropriate.
- Documents the intervention in the student's file.

Where a student remains disengaged after intervention, the matter is escalated to the Training Coordinator, who determines the appropriate course of action, which may include suspension or withdrawal of enrolment in accordance with the process set out in this policy.

Student progress monitoring records are retained as part of the student's enrolment file.

Withdrawal, Deferral and Suspension of Enrolment

Stella College recognises that students may need to withdraw from, defer, or temporarily suspend their enrolment due to personal, health, financial, or other circumstances. Stella College manages these situations in a fair, transparent, and supportive manner.

Withdrawal:

A student may withdraw from their enrolment at any time by submitting a written withdrawal request to the Training Coordinator. Withdrawal requests are processed within five (5) business days of receipt. Upon withdrawal:

- Stella College updates the student management system to reflect the withdrawal date.
- Any fees and refunds are calculated and processed in accordance with the Fee and Refunds Policy.
- Where the student has completed one or more units of competency, a Statement of Attainment is issued within 30 calendar days of the withdrawal date, provided the student's USI is verified.
- The withdrawal is recorded in AVETMISS data as required.

Deferral:

A student may request a deferral of their enrolment commencement date prior to the course start date. Deferral requests are assessed by the Training Coordinator or Administration Staff on a case-by-case basis. An approved deferral does not guarantee re-enrolment into the same cohort and is subject to course availability.

Suspension of Enrolment:

A student who has commenced a course may request a temporary suspension of their enrolment (a leave of absence) where significant personal, medical, or compassionate circumstances apply. Requests must be submitted in writing to the Administration staff with supporting documentation where available. Suspensions are approved at the discretion of the Training Coordinator for a period of up to twelve (12) weeks. Extensions beyond twelve weeks require CEO approval.

During any suspension period, the student's enrolment remains active and their access to learning resources is maintained where practicable. Training Plan dates are revised upon return from suspension.

Involuntary Suspension or Cancellation:

Stella College may suspend or cancel a student's enrolment where the student:

- Has not made satisfactory progress and has not engaged with the intervention process.
- Has breached Stella College's Student Code of Conduct.
- Has failed to pay fees as agreed, following the debt management process.

Before any involuntary suspension or cancellation, Stella College provides the student with written notice of the proposed action, the reasons for it, and the opportunity to respond within five (5) business days. This ensures natural justice is applied.

All withdrawal, deferral, and suspension decisions are recorded in the student management system and the relevant registers.

Issuance of AQF Credentials

Upon successful completion of all requirements of a qualification or skill set, Stella College issues the relevant AQF credential — a qualification or Statement of Attainment — within thirty (30) calendar days of the completion date.

Stella College does not issue any AQF credential to a student whose USI has not been verified through the USI Registry System.

Where a student withdraws or is removed from their enrolment having completed one or more units of competency, a Statement of Attainment for the completed units is issued within thirty (30) calendar days of the withdrawal or removal date, provided the student's USI is verified.

Credentials are issued in accordance with the Australian Qualifications Framework (AQF) issuance requirements and are retained on the student's file. Replacement credentials may be issued upon request, subject to verification of the student's identity and payment of any applicable fee.

Enrolment Record Retention

Stella College retains all enrolment records in accordance with the following minimum retention periods:

- Student enrolment records (including Enrolment Forms, Pre-Training Review records, LLND assessments, Training Plans, and supporting identification documents): minimum three (3) years after the student completes, withdraws from, or is otherwise removed from the training product.
- AQF credential records (qualifications and statements of attainment issued): minimum thirty (30) years to support future requests for replacement credentials.
- AVETMISS source data: minimum five (5) years from the date of collection.

Records are stored securely in the student management system and on Stella College Drive, with access restricted to authorised personnel only. Records containing personal information are managed in accordance with the Privacy Act 1988 (Cth) and Stella College's Privacy Policy.

Upon request from a student, Stella College provides access to the student's own enrolment records within a reasonable timeframe, in accordance with the Australian Privacy Principles

Monitoring and Evaluation

Stella College monitors and evaluates its enrolment processes to ensure they are effective, equitable, legally compliant, and aligned with the RTO Standards 2025. The following performance indicators are used:

- Pre-Training Review completion rate: 100% of enrolled students have a completed and documented Pre-Training Review prior to enrolment confirmation.
- USI verification rate: 100% of enrolled students have a verified USI recorded in the student management system at the time of enrolment confirmation.
- Enrolment confirmation timeframe: all enrolment confirmations issued within five (5) business days of all required steps being completed.
- Non-acceptance notification timeframe: 100% of non-acceptance decisions communicated in writing within five (5) business days.
- Training Plan issuance: 100% of students receive a signed Training Plan within fourteen (14) days of enrolment confirmation (or within 28 days for National Training Contracts).
- Withdrawal processing: all withdrawal requests processed within five (5) business days, with Statements of Attainment issued within 30 calendar days where applicable.
- AQF credential issuance: 100% of qualifications and Statements of Attainment issued within thirty (30) calendar days of completion.
- Student progress monitoring: at-risk students identified and contacted within five (5) business days of identification.

Performance against these indicators is reviewed by the Training Coordinator monthly and reported to the CEO quarterly. Trends in enrolment data (conversion rates, withdrawal rates, non-acceptance rates, LLND referral rates) are reviewed annually and used to inform continuous improvement actions recorded in the Continuous Improvement Register.

Stella College conducts an annual review of this policy to ensure it remains current with the RTO Standards 2025, applicable legislation, and any relevant funding contract requirements. The review is signed off by the CEO. Please refer to the Quality Policy for further information on the monitoring and evaluation process.

Related Documents:

Enrolment Form

PTR and LLND Policy and Procedure

Student Support Guide and Study Tip Guide

Student Handbook

Complaints and Appeals Policy

Document Control

Document Name		Enrolment Policy and Procedure
Approved By	CEO	
Version No.	Reviewed Date	Changes/ Revisions
Version 1.0	July 2025	Revised after the revision of 2025 RTO Standards came in force
Version 1.5	September 2025	Revised to incorporate rebranding from TPSC to Stella College.
Version 2.0	April 2026	Revised to incorporate more information as part of continuous improvement.