



Learner Enrolment and Completion Policy

NNZMC Pty Ltd — Trading as Industry Skills Solutions

Registered Training Organisation #45974

VERSION 3.5 · JULY 2025 · RTO_POL_4.1

Document control

Version	Date	Author	Summary of change
2.0	02/03/2023	HM	Post-registration review
2.1	11/04/2023	KM	Updated learner change notification section
3.0	07/2025	HM	Full review and update to align with the Standards for RTOs 2025: references updated from the 2015 Standards to Quality Area 2 and the 2025 Compliance Standards; pre-enrolment information strengthened; student support expanded to include proactive early identification of needs and wellbeing.
3.1	07/2025	HM	Compliance review update: added an availability statement; added consumer-protection and cooling-off cross-references (Australian Consumer Law); added a safeguarding statement for learners under 18; and added a complaints/appeals pathway for enrolment decisions.
3.2	07/2025	HM	Added a third-party arrangements section (s.17) and a marketing-accuracy commitment (s.7); detailed the ACSF-based LLN and digital-literacy assessment and how it informs suitability advice and support; specified under-18 safeguarding; strengthened the RPL/credit-transfer and fee cross-references; added a service-change notice period; and substantiated diversity, inclusion and wellbeing.
3.3	07/2025	HM	Added a Recognition of Prior Learning and Credit Transfer section; disclosed our registration status, RTO number and scope (verifiable at training.gov.au) and learner rights; added a "Your progress, outcomes and records" section with the right to access records (s.10); added the 30-day Statement-of-Attainment timeframe on withdrawal or termination (s.9); expanded diversity, inclusion and third-party oversight; and clarified the wellbeing contact and escalation.
3.4	07/2025	HM	Compliance-manager review update: aligned the enrolment process to actual practice — enrolment interviews for full qualifications, the LLN and digital-literacy assessment for all learners, and short courses assessed via the enrolment form; updated the nominated wellbeing contacts to the Student Support Officer and the First Nations Student Support Officer (with escalation to the CEO); added a re-assessment section (three attempts, with a High Risk Work Licence exception of one further re-assessment); noted the Student Records Request Form is available on our website and from our office and cited the Privacy Policy (RTO_POL_1.14); and made minor wording corrections.
3.5	07/2025	HM	Administrative update: standardised terminology to "Compliance Standards" to match the registered instrument title (the Compliance Standards Instrument 2025).

Operational owner

Compliance Manager (day-to-day administration of this policy)

Authorised by	Harrison McMahon, Chief Executive Officer
Next review	July 2027, or earlier if regulatory requirements change
Approved and released. Version 3.5 is the approved, current version of this Learner Enrolment and Completion Policy, released July 2025 and authorised by Harrison McMahon, Chief Executive Officer. No further changes are to be made except by issuing a new version.	

Purpose and scope

Our enrolment and induction approach helps prospective learners make informed decisions about their training and assessment and identifies individual needs so services can be adjusted. It gives effect to Quality Area 2 (VET Student Support, Outcome Standards 2.1–2.8) of the Standards for RTOs 2025 — that students are treated fairly and are properly informed, supported and protected — and to Quality Area 1 (Training and Assessment) in relation to recognition of prior learning (RPL) and credit transfer (Outcome Standards 1.6 and 1.7). This policy is published on our website and is available to learners on request. A plain-language explanation, or the policy in an alternative format, is available on request, and our staff can explain its contents where a learner needs help to understand it.

Pre-enrolment information

Before enrolment we provide clear, accurate and current information — in print or electronic form — including the Student Handbook, course information and the Schedule of Fees and Charges. This ensures prospective learners understand the course, its requirements, the fees payable and any third-party arrangements before they commit. On fees specifically, we tell prospective learners the total fees payable, provide the Schedule of Fees and Charges, explain any cooling-off rights, and set out refund entitlements before they commit; the full detail is in our Fees and Refunds Policy.

Our marketing and advertising is ethical, accurate and not misleading, consistent with Compliance Standards s.7. We do not make false or misleading claims about training outcomes, employment prospects or the recognition of our qualifications; we clearly state any limitations on delivery mode, location or entry requirements; and marketing materials are reviewed for accuracy before publication.

Our pre-enrolment information also tells prospective learners about the organisation and their rights: our registration status as an RTO and our registration number (RTO #45974); the specific training products (qualifications, skill sets and units of competency) we are registered to deliver and the outcomes they can expect; and their rights and our obligations to them — including fair treatment, access to their own records, privacy, and the right to complain or appeal. Learners can verify our registration and current scope at any time on the national register at training.gov.au. We only enrol learners in training products that are on our current scope of registration, and we only issue certification for in-scope products. The fee information provided before enrolment includes the total fees payable, the payment schedule, refund entitlements, and confirmation that there is no fee for RPL or credit transfer for enrolled learners.

Enrolment framework

Our enrolment process is designed to:

- Deliver ethical, accurate marketing and pre-enrolment information;
- For a full qualification, conduct an individual enrolment interview (face to face or by telephone) to assess needs, rights and obligations; for a short course, gather this information through the enrolment form;
- Validate compliance with entry requirements and verify technology access where applicable;
- Evaluate language, literacy, numeracy (LLN) and digital literacy capabilities;
- Identify reasonable-adjustment requirements at enrolment and remove barriers to participation;
- Provide administrative support for an efficient start; and

- Communicate alternative pathways such as credit transfer and RPL.

Recognition of prior learning and credit transfer

At enrolment we advise every learner of their right to apply for recognition of prior learning (RPL) and credit transfer. Credit transfer is granted for equivalent units of competency already completed at any Australian RTO, on the basis of authenticated certification; RPL assesses the skills and knowledge a learner already holds against the units in their course. Learners are given the relevant application form; their application is assessed and the outcome advised in writing; and any credit granted is recorded on their enrolment and reflected in their certification. These pathways are set out in full in our National Recognition (Credit Transfer) Policy and our RPL Policy, which give effect to Outcome Standards 1.6 and 1.7, and there is no fee for enrolled learners.

Language, literacy, numeracy and digital literacy

We review every learner's language, literacy, numeracy (LLN) and digital literacy at enrolment, using an LLN assessment tool aligned to the Australian Core Skills Framework (ACSF) that all learners complete, together with the enrolment interview for full qualifications. The results are used to give the learner suitability advice and to plan support. Where a learner's profile indicates they may need help to meet the requirements of the training product, we discuss this with them and put appropriate support in place; where the gap is such that the learner is unlikely to succeed even with support, we advise them honestly and help them consider a more suitable pathway. Where online or technology-mediated delivery is used, digital literacy and technology access are checked, and support is offered where gaps are identified.

Student support and wellbeing

We identify learning and assessment support needs prior to or at the start of training, and provide access to appropriate support throughout the course. Support may include LLN assistance, assistive technology or equipment, additional tutorials (including online), and email and telephone support. Support may be provided directly or through third-party arrangements, is developed in consultation with the learner, and any additional cost is disclosed and approved before referral. We take active steps to identify, early, learners who may need additional support and to protect their wellbeing — through the LLN and digital-literacy assessment completed by every learner (and the enrolment interview for full qualifications), trainer check-ins, and monitoring of engagement and attendance. Learners have nominated student-support contacts for wellbeing concerns — the Student Support Officer and the First Nations Student Support Officer; where a wellbeing concern relates to a compliance or policy matter, it is escalated to the CEO to avoid any conflict of interest. We refer learners to appropriate external support services where their needs are beyond our capacity.

Diversity and inclusion

Our enrolment processes are designed to be accessible to learners from diverse backgrounds and to remove barriers to participation. Staff are supported to identify and respond to diverse needs, and we do not discriminate on any ground protected under Commonwealth, State or Territory anti-discrimination law. Reasonable adjustments and support are offered so that learners with disability or additional needs can participate on an equitable basis. In practice, we identify any factors that may affect participation (such as disability, or cultural or linguistic background) at enrolment — through the enrolment form and the LLN assessment for all learners, and the enrolment interview for full qualifications; we provide information in plain English and, on request, in alternative formats; our staff are supported with diversity-awareness guidance; and we adapt delivery and support to meet individual cultural, linguistic or access needs where we can.

Your progress, outcomes and records

We keep learners informed of their progress and assessment outcomes throughout their course — through trainer feedback, assessment results recorded in our learner management system (aXcelerate), and a record of results on request. Learners have the right to access their own training and assessment records at any time and at no charge, by contacting the Compliance Manager or completing a Student Records Request Form (available on our website or from our office); this is handled in accordance with our Privacy Policy (RTO_POL_1.14) and the records requirements of the Standards for RTOs 2025 (Compliance Standards s.10).

Re-assessment

If a learner is assessed as not yet competent, they receive detailed verbal and written feedback identifying the gaps, together with additional training and learning support targeting those gaps. Following an outcome of not yet competent, two further training or re-assessment opportunities are provided at no cost to the learner or their employer — three attempts in total. For High Risk Work Licence (HRWL) assessments, one further re-assessment is provided at no cost (two attempts in total); any further re-assessment attracts a fee. Additional training and re-assessment beyond these attracts a fee per the current Schedule of Fees and Charges, and support is applied before any fee is imposed. Where a learner repeatedly cannot demonstrate competence despite significant support, enrolment may be terminated by mutual agreement. Full detail is in our Assessment Policy.

Reasonable adjustment

Reasonable adjustment is flexibility in assessment approaches to account for individual learning needs while maintaining the assessment requirements of the training package or accredited course. The evidence criteria for making competency decisions are not altered, and the integrity of each unit is maintained; for example, a learner with a diagnosed writing impairment may give a verbal response in place of a written one, provided the evidence still meets the unit's requirements. Adjustments are documented in a declaration describing the adjustments, signed by the learner and the assessor. Where support needs exceed our capacity, we provide external referrals with cost disclosure.

Third-party arrangements

Where we arrange for a third party to deliver or support any part of your training, assessment or related services — for example under a subcontracting or auspicing arrangement — we tell you before enrolment who the third party is and what services they provide. We remain responsible for the quality of all training and assessment and for your overall learner experience, regardless of who delivers the service, consistent with Compliance Standards s.17. Any current third-party arrangements are disclosed in our pre-enrolment information and the Student Handbook. We oversee any third party through a written agreement that sets our quality expectations, and we monitor their performance and the outcomes and feedback of the learners they support, so that training and assessment delivered on our behalf meets the same standards as our own.

Informing learners of changes

We inform current learners in writing (by email or letter) of any changes to agreed services, policies affecting learner rights, fees and charges, third-party arrangements, or ownership. We give at least 14 days' notice before a change takes effect, except in circumstances beyond our control, in which case we notify learners as soon as practicable.

Deferment, transfer and withdrawal

Learners complete the Application for Course Deferment/Transfer/Withdrawal, stating reasons and a preference to defer, transfer or terminate. Fee and charge implications are disclosed. Where a learner withdraws, or their enrolment is terminated, a Statement of Attainment is issued recognising the units of

competency they have completed, within 30 calendar days of the withdrawal or termination being confirmed (Compliance Standards s.9). Deferment is a temporary pause and does not trigger a Statement of Attainment; a learner who defers and later returns simply has their previously completed units recognised within the same enrolment and is not required to repeat them (this is distinct from formal credit transfer, which applies to units completed elsewhere). The CEO reviews applications, interviews the learner where feasible, and records decisions in writing.

Learners who are not contactable

Enrolment may be terminated in absentia where a learner cannot be contacted or does not respond, but only after every reasonable attempt to engage the learner. Email, or a written record (file note) of a phone conversation, documenting a withdrawal request are accepted without a formal application, and these records are retained on the learner file as evidence.

Consumer protection, safeguarding and complaints

Enrolling learners are protected under the Australian Consumer Law, including in relation to consumer guarantees, unfair contract terms and any statutory cooling-off period; fee and refund protections are set out in our Fees and Refunds Policy. Where a learner under the age of 18 is enrolled, additional safeguarding arrangements apply: we obtain parental or guardian consent before enrolment; staff who work with minors hold a current Working With Children Check (or the equivalent in the relevant State or Territory); appropriate supervision and duty-of-care measures apply during training and assessment, including limits on unsupervised one-to-one contact; and any concern or incident involving a minor is reported and escalated in accordance with our child-safety obligations. This policy operates alongside our child-safety arrangements. If you are dissatisfied with an enrolment decision — for example a decision on deferment, transfer, withdrawal or termination — you may raise it under our Complaints and Appeals Handling Policy: we acknowledge a complaint or appeal in writing within 2 business days, provide a written outcome within 14 days, and aim to resolve matters within 60 days. Your enrolment is maintained while the matter is considered, and if you remain dissatisfied after our internal process you may escalate to an external body such as the National Training Complaints Service (13 38 73) or the Australian Skills Quality Authority (asqa.gov.au/complaints).

Continuous improvement

Feedback gathered during enrolment, induction and throughout training — including complaints and learner surveys — is reviewed and used to improve our enrolment processes and support services, as part of our continuous improvement and self-assurance activities (Outcome Standard 4.4).

Mapping to the Standards for RTOs 2025

The Standards for RTOs 2025 comprise two instruments on the Federal Register: the Outcome Standards Instrument 2025 (F2025L00354), which contains the Outcome Standards (Standards 1.1–4.4, grouped into four Quality Areas); and the Compliance Standards Instrument 2025 (F2025L00355), which contains the Compliance Standards (numbered sections s.7–s.20). This policy is cross-referenced to both — only the standards and requirements it addresses are listed, with the section of this document that addresses each.

Standard or requirement	What it requires	Addressed in this policy
Outcome Standard 2.1 — Access to information about the organisation	Clear, accurate, current information is provided before enrolment.	Pre-enrolment information; Informing learners of changes
Outcome Standard 2.2 — Suitability advice	Skills, LLN and digital literacy are reviewed and suitability advice given.	Enrolment framework; Language, literacy, numeracy and digital literacy

Standard or requirement	What it requires	Addressed in this policy
Outcome Standard 2.3 — Access to support	Accessible support is provided throughout training.	Student support and wellbeing
Outcome Standard 2.4 — Reasonable adjustments	Disability is supported through reasonable adjustments.	Reasonable adjustment
Outcome Standard 2.5 — Diversity and inclusion	Barriers to participation are removed and inclusion is actively supported.	Diversity and inclusion; Enrolment framework
Outcome Standard 2.6 — Wellbeing support	Support and wellbeing needs are identified early through defined mechanisms.	Student support and wellbeing
Outcome Standards 2.7 & 2.8 — Complaints and appeals	Enrolment decisions can be raised or appealed, with external escalation.	Consumer protection, safeguarding and complaints
Outcome Standards 1.6 & 1.7 — RPL and credit transfer	RPL and credit-transfer pathways are communicated at enrolment and given effect by the RPL and National Recognition policies.	Recognition of prior learning and credit transfer; Enrolment framework
Outcome Standard 4.4 — Continuous improvement	Learner feedback informs improvement of enrolment and support processes.	Continuous improvement
Compliance Standards 2025, s.7 — Marketing and advertising	Marketing and pre-enrolment information is accurate and not misleading.	Pre-enrolment information
Compliance Standards 2025, s.9 — Issuance of certification	Statements of Attainment for completed units are issued within 30 days; certification is only issued for in-scope products.	Deferment, transfer and withdrawal; Pre-enrolment information
Compliance Standards 2025, s.10 — Records	Learners can access their own records; records are kept as required.	Your progress, outcomes and records
Compliance Standards 2025, s.17 — Third party arrangements	Third-party arrangements are disclosed and monitored, and the RTO retains responsibility for quality.	Third-party arrangements

Related documents and legislation

This policy should be read together with: the Student Handbook, the Fees and Refunds Policy, the RPL and National Recognition policies, and the Complaints and Appeals Handling Policy; the Standards for RTOs 2025.

Authorisation

This policy is authorised by the Chief Executive Officer of NNZMC Pty Ltd T/a Industry Skills Solutions.

Name	Harrison McMahon
Position	Chief Executive Officer
Signature	

Date	01/07/2025
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