



The Redcliffe Aero Club Student Entry and Eligibility Policy

Overview

The Redcliffe Aero Club (RTO No. 40971) acknowledges that we must comply with the VET Student Loans Act 2016 and the VET Student Loans Rules 2016, with regards to all marketing requirements.

We acknowledge that we must comply with the below, which are outlined in the VET Student Loans/ Manual for providers/ Version 3.1 – April 2019 – below is a direct extract.

4.8.3 Process and procedures relating to student entry

An approved course provider's student entry procedure must:

- *specify the requirements a student must meet to be determined to be academically suited to undertake a particular approved course [Rules s 80].*
- *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 [Rule s 81]*
- *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 [Rules s 82].*

Documents obtained or assessments undertaken for the purposes of determining a student's academic suitability must be retained for at least five years [Rules s 105]]. A provider can be asked to produce these documents to demonstrate compliance with this requirement.

When is a student academically suited?

The student entry procedure must specify that a student is academically suited to a course when:

- *the provider reasonably believes the student is academically suited [Rules s 80(1)(c)] and*
- *the student satisfies any entry requirements for the course set out in the provider's procedure [Rules s 80(1)(b)] and*
- *the student satisfies one of the following requirements:*
 - *the provider 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 [Rules s 80(2)(a)] or*
 - *the student is assessed using an approved assessment tool, as displaying competence at or above Exit Level 3 in the Australian Core Skills Framework (ACSF) in both reading and numeracy and the provider reasonably believes that the student displays that competence [Rules s 80(2)(b)] or*
 - *the provider obtains a copy of a certificate that a qualification at level 4 or above in the Australian Qualifications Framework (AQF) has been awarded to the student.*
- *This certificate must be a document issued by a body registered to award the qualification in the AQF in Australia, or*
- *a letter or certificate issued by a Federal, State or Territory government agency which assesses overseas qualification (or an organisation contracted by such an agency to undertake such assessments), that evidences that the student's qualification has been assessed by that agency (or contracted organisation) and determined to be equivalent or comparable to a qualification in the Australian Qualification Framework at level 4 or above, and of the course for the qualification to meet this requirement was delivered in English [Rules s 80(2)(c)].*



Important clarification regarding qualifications issued prior to 1995

For the purposes of paragraph 80(2)(c) of the Rules, the reference to the Australian Qualifications Framework (AQF) is taken to include the predecessor frameworks to the AQF:

- Australian Council on Awards in Advanced Education (ACAAE) [1971 – 1984]: Nomenclature and Guidelines for Awards in Advanced Education (1972) and Guidelines for the National Registration of Awards in Advanced Education
- The Australian Council on Tertiary Awards (ACTA) [1985 – 1989]: Guidelines for the National Registration of Awards
- Australian Education Council Register of Australian Tertiary Education (RATE) [1990 – 1999]

These documents are available on the AQF website at: <https://www.aqf.edu.au/previous-versions-and-equivalencies>. Further, the reference to 'a qualification at level 4 or above' is taken to be equivalent to an 'Advanced Certificate' or above, as described by the predecessor bodies ACTA and RATE, issued from 1985 onwards. It is taken to be equivalent to an 'Associate Diploma' or above, as issued by the predecessor body ACAAE from 1971 – 1984.

PLEASE NOTE: Where a provider relies on a qualification issued under the AQF or a predecessor framework to the AQF to ascertain a student's academic suitability to undertake a course, the provider must still satisfy the general requirement that the provider must also reasonably believe that the student is academically suited to undertake the course [Rules s (80)(1)(c)].

Senior Secondary Certificate requirements

An approved course provider can only accept a copy of a year 12 certificate from an Australian State or Territory.

Alternatives that will NOT be accepted include:

- a letter from the student's school confirming they completed year 12
- a lower level VET qualification
- Tertiary Preparation Certificate and
- any program with reading and numeracy components that allow students to achieve Exit Level 3

Verification of results via Victorian Tertiary Admissions Centre's (VTAC) online service

VTAC work closely with the Victorian Curriculum and Assessment Authority (VCAA) to calculate and issue the Australian Tertiary Admissions Rank (ATAR) for Victorian Certificate of Education (VCE) students. It is open to approved course providers to obtain electronic confirmation from VTAC's online service of whether a student has been awarded a Senior Secondary Certificate of Education on completion of Year 12. The department understands the certificate can be obtained through results published and accessed via the VTAC online tool (QualCheck).

There is no issue with an approved course provider relying on its electronic access to the certificate via VTAC (rather than obtaining in hard copy from the student). However, providers should have enrolment procedures, including how to interpret, use and record the information available via VTAC. Approved course providers are accountable for their decisions including assessing suitability, and must believe on reasonable grounds that the student is academically suited to undertake the course [Rules s (80)(1)(c)].

Where a student cannot provide a copy of a certificate

If a student cannot provide a copy of a qualification certificate for their AQF level 4 or above qualification, a provider may accept from the student a copy of their authenticated transcript from the Student Identifiers Register, as specified under the Student Identifiers Regulation 2014 (section 5), as proof, provided it evidenced completion of the relevant qualification.

The Student Identifiers Regulation 2014 (section 5) specifies what a USI transcript must include. The USI transcript will only ever reflect study undertaken since 1 January 2015 that has been reported by a training provider through the AVETMISS process. In some circumstances, study may have been successfully completed by a student but not show on the individual's USI transcript. Examples of this situation include where the:

- training provider has not yet reported training through the AVETMISS reporting cycle (private providers only report annually, whereas TAFEs report quarterly)
- individual has requested and received a personal exemption from the Student Identifiers Registrar from obtaining a USI
- training provider has obtained an exemption from the Regulator from reporting the training to NCVER
- training provider has closed and has not reported training outcomes
- training provider did not include USI when reporting training outcomes to NCVER.

Assessing competency in reading and numeracy

An approved course provider's student entry procedure must:

- describe the process (including the tools) for validly and reliably assessing a student's competence in reading and numeracy against the ACSF
- specify as a tool to be used as part of that process a tool that is approved by the Secretary and published on the department's website (see VET Student Loans Language Literacy and Numeracy (LLN) assessment tool information at www.education.gov.au/vet-student-loans) and
- require that process to be conducted with honesty and integrity [Rules s 82(1)].

Results of assessments

A provider's student entry procedure must specify that the results of assessing a student's competence in reading and numeracy under the procedure are to be 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 [Rules s 81].

A provider's student entry procedure must specify that the provider must retain these results for at least five years [Rules s 105].

LLN assessment re-sit

If a student fails to achieve the required standard of language, literacy and numeracy (LLN) on sitting, the student may re-sit based on the provider's assessment of readiness. The Australian Council for Educational Research's (ACER's) recommendation is that at least three 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 the provider to implement any targeted LLN support and to have sufficient time for the learner to improve their LLN skills to the required level. Re-sit within three months will be a risk indicator.

Providers must retain the student's assessment undertaken as well as the results for five years and must provide these if requested by the Secretary or delegate.

Providers are reminded of the requirement for the assessment test and results of pre-requisite assessments to be retained for five years and reported to the Secretary when requested.

Approval of an external LLN assessment tool

The Secretary may, on application by an approved course provider or a Commonwealth, State or Territory government agency (refer 'Applications' section below), approve a tool for assessing a student's competence in reading and numeracy [Rules s 82(2)]. The Secretary must be satisfied that the tool is a valid, reliable, fair and well-



constructed way of assessing whether competence is at or above Exit Level 3 in the ACSF. The tool must be appropriately verified and evaluated using evidence-based assessment by a suitably qualified independent body (refer 'Independent Review' section below).

Applications

An application from an approved course provider must contain the following information, evidence and other material:

- a. Applicant approved course provider's name
- b. Contact information for the approved course provider for the purposes of the application
- c. Registered business name of the applicant approved course provider (if different)
- d. Any other business name(s) of the applicant approved course provider
- e. Business address of the applicant approved course provider
- f. Name/description of the language, literacy and numeracy (LLN) testing tool(s) proposed for approval (including version and other relevant identifiers as necessary)
- g. Name and other relevant details of body/person undertaking the review of the proposed LLN testing tool
- h. Certification/information from the body/person undertaking the review of the proposed LLN testing tool, as follows:
 - o Name/description of the LLN testing tool(s) reviewed (including version and other relevant identifiers as necessary)
 - o Declaration of any potential conflicts of interest, or that there are no conflicts of interest, and specifically:
 - i. certification of their independence from the tool assessed
 - ii. certification of their independence from 'selling' adult LLN assessment tools
 - iii. certification of their independence from the applicant RTO
 - i. Details of their particular relevant qualifications, skills, knowledge and experience, and specifically:
 - i. details of their expertise in reviewing LLN testing tool(s)
 - ii. details of their expertise in LLN assessment, including with the ACSF
 - j. Certification of their findings (including sufficient details of those findings, and relevant details of the evidence and other materials relied upon in reaching those findings), documented in accordance with Appendix I 'Checklist of auditable requirements for LLN testing instrument', to the document Assessment of LLN testing tools and processes for the VET Student Loans Program, as published by the department from time to time. Copies of the evidence and other material relied upon in reaching the findings are to be submitted with the checklist.

Applications that do not meet the above requirements may be considered invalid.

Applications must be uploaded to HITS. See the chapter on 'Uploading a Document' in the **HITS User Guide** for further information.

The provider must alert the department to its application by completing the provider online enquiry form at: www.education.gov.au/information-vet-student-loans-approved-providers.

Choose 'Provider Operations' from the drop-down list and then choose 'General administration'. Provide details into the enquiry text field, uploading the documents to HITS.

Assessment of an application

Bodies wishing to apply for approval of an external LLN tool should access Assessment of LLN testing tools and processes for the VET Student Loans program, which is available on the department's website at:

www.education.gov.au/information-vet-student-loans-approved-providers.

In deciding whether to approve an assessment tool the department is required to have regard to:

- criteria for approval of tools for testing competence in reading and numeracy against the ACSF and
- measures for quality assurance of such tools.



Independent review

Bodies wishing to apply for approval of an LLN tool must arrange to have the assessment tool they propose for approval independently reviewed. In determining the appropriateness of the body or person that has undertaken the review, the department will give particular weight to the following:

- *absence of real or apparent bias or conflict of interest, particularly indicated by:*
 - *independence from the product assessed (e.g. absence of propriety, commercial or financial interest; not involved in its development; not involved in its use; not associated with an organisation that uses the tool etc)*
 - *independence from 'selling' adult LLN assessment tools (that is no current, material commercial, financial or similar interests)*
 - *independence from the applicant registered training organisation (RTO) (for example not employed or subcontracted by the RTO to provide training and assessment; no other involvement or interest in the operations of the RTO etc)*
- *has the necessary expertise, particularly indicated by?*
 - *expertise in conducting such approval or auditing processes, preferably within the VET sector*
 - *expertise in adult LLN assessment including with the ACSF.*

The findings of the body or person, including sufficient details of those findings, and relevant details of the evidence and other materials relied upon in reaching those findings, should be documented against the 'Checklist of Auditable Requirements for Foundation Skills assessments' included at Appendix I of Assessment of LLN testing instruments and processes for the VET Student Loans program. The review by the independent expert must be evidence based. The review and assessment of a body or person that does not meet the above criteria, or does not appropriately document findings, is unlikely to be given weight in the decision-making process

Specifications

Students wishing to enrol in one of the below qualifications, will need to meet all enrolment requirements, VET Student Loan entry requirements (should they wish to apply for VSL Funding) and Industry currency. The Redcliffe Aero Club also requires students to meet CASA (Civil Aviation Security Authority) Industry currency requirements that are required for each of the Diploma courses listed below.

CASA Industry currency differs for each qualification:

- Industry currency to enrol into the AVI50219 Diploma of Aviation (Commercial Pilot Licence – Aeroplane) is to currently hold a Recreational Pilot Licence (RPL) CASA Licence
- Industry currency to enrol in the AVI50519 Diploma of Aviation (Instrument Rating) is to currently hold a Private Pilot Licence (PPL) CASA Licence.
- Industry currency to enrol into the AVI50516 Diploma of Aviation (Flight Instructor) is to currently hold a Commercial Pilot Licence and/ or Air transport pilot Licence, including Aeroplane category rating.
- Current flight review (current for 24 months)
- Prepared to conduct a 90-day recency check.

All CASA references are current as of time of review however direct reference CASR Part 61.

With respect to the LLN assessment tool that the Redcliffe Aero Club uses is a program called BKSB portal this is an approved and tested program that is used and maintained by TAFE QLD, students are required to complete the Initial and Diagnostic assessment as part of attending our "Pre Enrolment Information Sessions" potential students wishing to enrol in any of our below courses, this is conducted in a supervised environment to ensure integrity and authenticity.

- AVI50219 Diploma of Aviation (Commercial Pilot Licence – Aeroplane)
- AVI50519 Diploma of Aviation (Instrument Rating)
- AVI50516 Diploma of Aviation (Flight Instructor) (superseded only available until 11/08/2020)



Students results are downloaded and emailed to students throughout the two (2) day “Pre-Enrolment Information Session”, students results are evaluated by a qualified Trainer and Assessor and students are provided with a second opportunity to sit the LLN Assessment should they have been unsuccessful in reaching the enrolment benchmark.

Policy

All entry and eligibility requirements are discussed with potential candidates in detail over the two (2) day “Pre-Enrolment Information Session” which is required as part of the enrolment process for all students.

- AVI50219 Diploma of Aviation (Commercial Pilot Licence – Aeroplane)
- AVI50519 Diploma of Aviation (Instrument Rating)
- AVI50516 Diploma of Aviation (Flight Instructor) (superseded only available until 11/08/2020)

Should a student not yet be able to demonstrate that they meet the entry requirements, The Redcliffe Aero Club will provide the student with support and/or mentoring both in ground school and flight training should the student wish to access these facilities.

Review

This policy shall be reviewed annually or as required in conjunction with any changes to the RTO Standards 2015, CASA Regulations etc.