

Admissions and Enrolment Policy

Document Owner	Chief Executive Officer		
Responsible Officer	RTO Manager		
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Related Documents	<i>Access and Equity Policy</i> <i>Credit Transfer and Recognition of Prior Learning Policy</i> <i>Enrolment Application Form</i> <i>Marketing Policy</i> <i>Student Enrolment Agreement</i> <i>Schedule of Administrative Fees</i> <i>Student Support Policy</i>		
Version	Authorised by	Approved	Effective Date
1.0	Chief Executive Officer	7/03/2025	10/03/2025

1. Context

This Policy supports Barrington Training Services' (BTS) approach to the regulatory requirements relating to student admissions and enrolment as set out in the Standards for Registered Training Organisations.

This Policy provides guidelines for the BTS Administration staff, Sales and Marketing staff, and prospective applicants on student admissions and enrolment procedures.

2. Definitions

Refer to the *Explanation of Terms* document.

3. Scope

This Policy applies to all employees involved with the admissions and enrolment of learners into Nationally Recognised Training (NRT) courses delivered by BTS. It does not apply to non-NRT Training courses.

4. Principles

The key principles informing this Policy are:

- applications for admission are treated fairly and equitably;
- applications for admission are considered based on the suitability to successfully study at the relevant level, taking into account the applicant's skills and competencies;

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- admissions and enrolment information is transparent, clear, sufficiently detailed, and easily accessible; and
- BTS's system for reviewing applicants' skills and competencies is:
 - i. Scalable according to the complexity of the training product
 - ii. Adjustable for all courses on the scope of registration and various student cohorts.

5. Policy details

5.1. Recruitment

- a) Marketing activities for the recruitment of prospective students are carried out in accordance with BTS' Marketing Policy and the Australian Consumer Law.
- b) BTS is committed to providing students with relevant, clear, up-to-date, and accurate marketing and pre-enrolment information that enables them to make informed decisions about the RTO and the training product/s for which the enrolment is sought, in accordance with the Standards for Registered Training Organisations.

5.2. Enrolment

- a) BTS will manage the enrolment process to ensure prospective students:
 - i. have access to a clear, efficient, and transparent enrolment process
 - ii. are provided with accurate and accessible information about the foundation skills and competencies (or other attributes) needed to successfully participate in a training product
 - iii. have their skills reviewed, verifying they have the necessary language, literacy, numeracy and digital proficiency to undertake the intended training
 - iv. are informed about the training and assessment and the extent of support services available (including the limits of BTS's ability to respond to individual needs) to allow prospective students the opportunity to decide if BTS can meet their needs
 - v. are advised on the suitability of the training products for them, if they do not have the required skills and competencies needed to successfully participate in a training product
 - vi. are provided with information on the Unique Student Identifier
 - vii. are sent a Confirmation of Enrolment, outlining the details of their enrolment, their student enrolment agreement and any other related documents.
 - viii. have the opportunity to change their enrolment, subject to BTS's policy on course transfers (as set out in the Student Enrolment Agreement)
- b) Enrolment applications must be submitted using the appropriate **Enrolment Application Form** for the selected training product.

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- c) At the time of submitting the Enrolment Application Form, prospective students will be asked to read, acknowledge, and accept the following:
- Privacy Policy and Privacy Notice
 - Student Information Handbook
 - Student Enrolment Agreement
 - Schedule of Administrative Fees

5.3. Admission

- a) BTS is committed to ensuring that all learners have equal access to a fair and transparent admission process.
- b) Student admission into BTS training courses will be based on academic merit and/or suitability to study at the vocational education and training level, considering skills and competencies.
- c) Where BTS imposes entry requirements, it does so on the basis that such requirements are:
- i. a requirement of the relevant Training Package;
 - ii. appropriate considering the mode of delivery;
 - iii. appropriate considering the specific design of the course;
 - iv. are required for learners to reasonably succeed in the course.
- d) The entry requirements represent the minimum qualifications, knowledge, skills, competencies, experience, and/or attributes a student must possess to be eligible for admission to certain training products. They may include:
- i. Previous work experience or education;
 - ii. Appropriate levels of Language, Literacy, Numeracy and Digital (LLND) skills;
 - iii. Access to a relevant workplace for practising required competencies;
 - iv. Access to a computer, necessary software, and online materials;
 - v. An internet connection capable of downloading course materials;
 - vi. Access to specific materials, such as personal protective equipment (PPE) or other tools of trade;
 - vii. Courses offered by BTS may involve physical and psychological challenges. It is the student's responsibility to inform BTS of any known physical, medical, or psychological conditions. Disclosure of these conditions will not affect the student's chance to achieve the course outcome but will enable BTS to accommodate any special needs.
- e) BTS is committed to ensuring that any admission requirements do not present unreasonable barriers to access and that applications are assessed and admitted using fair, equitable and transparent procedures.

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- f) Certain units of competency and qualifications may have specific pre-requisite requirements that must be fulfilled before enrolment. These prerequisites typically involve holding specific qualifications or units of competency. Evidence that participants meet all course prerequisites is required prior to acceptance into a course.
- g) BTS will provide prospective students with the:
 - i. opportunity to have relevant, previous learning considered in their application;
 - ii. determination by BTS, as to whether the learner has any need for reasonable adjustment at the point of enrolment to allow for suitably adjusted programs;
 - iii. opportunity to self-assess their LLND skill levels to ensure they meet the requirements of the Australian Qualifications Framework (AQF) course level and mode of delivery;
 - iv. opportunity, where applicable, to undertake the LLND Assessment Test prior to enrolment confirmation, as specified in clause 5.4 below;
 - v. the process of ensuring there are no barriers to learners with a disability or special needs.
- h) Relevant information on entry requirements, existing prerequisites, and foundation skills needed to successfully participate in a training program are accessible on the BTS website, course information pages, and course information packs.

5.3.1. Eligibility and related documents

- a) Applicants being considered for admission into a VET course must:
 - i. Be eligible for admission
 - ii. Submit a signed BTS Enrolment Application Form
 - iii. Agree to the Terms and Conditions of enrolment
 - iv. Confirm and provide evidence that they have met the published entry requirements and prerequisites (where applicable) for the course.
 - v. Be 15 years of age or over
- b) Related documents:
 - i. BTS Enrolment Application Form
 - ii. Evidence of Australian Citizenship or Permanent residency (Medicare Card, Passport, Birth Certificate, Visa)
 - iii. Proof of identity which shows the full name, date of birth and residential address
 - iv. Certificates, Academic Transcript of previous study completed, statement of attainments, employment experience (if applying for RPL or Credit Transfer)
 - v. Confirmation of Enrolment

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5.3.2. Students enrolling in NSW Smart and Skilled funded courses

Smart and Skilled is a NSW Government funding program that aims to help people obtain qualifications in in-demand skills and industries. It provides eligible students with NSW Government funding for courses in targeted priority areas.

Barrington Training Services is approved to deliver training to eligible students in New South Wales under the Smart and Skilled funding program.

To be eligible for NSW Smart & Skilled funding, applicants must be:

- 15 years old or over, and
- No longer an at-school or home-schooled student, and
- Living or working in NSW (or an Aboriginal or Torres Strait Islander person living in specific NSW border areas), and
- An Australian citizen, Australian permanent resident, humanitarian visa holder or New Zealand citizen

Detailed information on eligibility and enrolment process for a Smart and Skilled course can be found on the [BTS website](#) and [Skills NSW website](#).

5.4. Assessment of Language, Literacy, Numeracy and Digital (LLND) skills

a) LLND Self-Assessment requirement

- i. All applicants seeking enrolment in any accredited training products must complete a **self-assessment** of their foundation skills as part of the enrolment application process. This self-assessment includes descriptions of each foundation skill and outlines the expectations for the student. Please refer to **Appendix 1** of this Policy.
- ii. The results of the self-assessment, along with the student's indication of whether they require LLND support, will be recorded in the tentative enrolment and displayed in the student profile. BTS is responsible for reviewing this data before confirming enrolment and ensuring any necessary LLND support arrangements are made.

b) LLND Assessment Test requirement for specific applicants

- i. For enrolment in full Qualifications, applicants who are school leavers, individuals who have not undertaken any tertiary education, or those who wish to return to work or study after a significant break must complete the **LLND Assessment Test**, via the BTS Learning Management System. This test will be administered to ensure that students possess the foundation skills required to successfully participate in the training product.
- ii. The results of the LLND Assessment Test are immediately available in the BTS Learning Management System. BTS is responsible for reviewing these results before

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confirming the final enrolment and ensuring any necessary LLND support arrangements are made.

c) Exemption from the LLND Assessment Test

- i. Applicants seeking enrolment in full Qualifications who have already completed tertiary education at the same AQF level or higher are **exempt** from completing the LLND Assessment Test. These applicants will only be required to complete the LLND Self-Assessment.
- ii. This exemption is based on the understanding that these applicants have already acquired the necessary foundation skills to successfully participate in the training product. BTS considers that the student is best placed to determine their suitability to study and relies on the student's self-assessment declarations to this extent.

d) LLND support and intervention progress

- i. Based on the review, if an applicant lacks the necessary skills and competencies to effectively participate in the selected training product, BTS will recommend alternative training products that may be more suitable. Additionally, BTS will inform the applicant about available support services and learning programs that can help them develop the required skills and competencies, in accordance with the **Student Support Policy**.
- ii. When necessary support strategies and interventions are identified and implemented, BTS will document these in the student's profile on the LMS. Regular follow-ups will be conducted to monitor their effectiveness and the learner's progress, in line with the **Course Progress and Completion Policy**.
- iii. BTS ensures that Trainers and Assessors are informed of the pre-enrolment review and LLND test results where appropriate, allowing them to adjust training strategies to accommodate learner needs prior to course commencement.

5.5. Entry with Credit or Recognition of Prior Learning (RPL)

- a) BTS will accept and provide credit to learners for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by AQF certification documentation issued by any other RTO or AQF-authorized issuing organisation, or authenticated VET transcripts.
- b) Applicants who wish to apply for Credit or Recognition of Prior Learning (RPL) for a part of their course of study, should refer to the **Credit Transfer and Recognition of Prior Learning Policy** available on the BTS website and submit their application concurrently with their enrolment application form using the respective **Credit Transfer and RPL Request form**.

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5.6. Pre-enrolment interviews

BTS reserves the right to contact applicants to arrange pre-enrolment interviews as part of the enrolment application process.

5.7. Student Inductions

- a) After enrolling, and at the beginning of a course, participants will complete an induction/orientation. The induction will be delivered by a BTS trainer/assessor or staff member of the Training Administration Team.

Training inductions will include:

- Introduction to relevant trainer/assessor
- Outline the Student Information and/or Smart and Skilled Student Information Handbook
- Discussion of the course outline, duration, and schedule
- Update on uniform/clothing/protective gear (if applicable)
- Outline and explain the training and assessment strategy including modes of delivery.
- Explanation of Recognition of Prior Learning (RPL)
- USI (Unique Student Identifier) information for recording purposes.
- Learning and assessment resources and student support services available
- Assessments submission requirements
- Learning Management System (LMS) navigation
- Any workplace practicals (if applicable)
- Attendance requirements (if applicable)
- Requirements for the issuance of the certificate at the successful completion of the course.
- Student Policies and Procedures, including Withdrawal and Refunds Policy
- Emergency, WHS and wellbeing information

- b) Induction is an important part of commencing a training program. Participants should take this opportunity to satisfy any questions regarding training, assessment, access to support available, and the role and responsibility of BTS.

6. Breaches

If an applicant, student or staff member is found to be in breach of this Policy, she or he may be subject to disciplinary action in accordance with the relevant Code of Conduct and Misconduct Procedure.

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7. Appeals

Appeals concerning any decision taken in relation to this Policy should be made under the relevant Complaints and Appeals Policy, which can be accessed from the BTS website.

Document History:

Version	Date	Author	Reason	Sections
0.1	3/02/2025	Ivan Negro	Document Creation	All
1.0	7/03/2025	Allen Barry	CEO Approval	All

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APPENDIX 1 – Expected Levels of ACSF Core Skills and ADCF Proficiency per Qualification Type (Typical Range)

AQF Level	Qualification Type	ACSF Core Skills Level	ADCF Digital Capability Proficiency Level
Level 1	Certificate I	ACSF Level 1-2	A1 - Foundation
Level 2	Certificate II	ACSF Level 2-3	A2 - Foundation
Level 3	Certificate III	ACSF Level 3-4	B3 - Intermediate
Level 4	Certificate IV	ACSF Level 3-5	B4 - Intermediate
Level 5	Diploma	ACSF Level 4-5	C5 - Advanced
Level 6	Advanced Diploma, Associate Degree	ACSF Level 4-5	C6 - Advanced

Note: The Australian Qualifications Framework (AQF) provides a structured 10-level framework for qualifications across school, Vocational Education and Training (VET), and Higher Education sectors in Australia. However, the Australian Core Skills Framework (ACSF) performance levels do not directly align with AQF levels due to differences in how qualifications and units of competency are designed.

Core skill requirements vary depending on industry needs and specific occupational or academic contexts. As a result, two qualifications at the same AQF level may have different core skill expectations based on their intended application.

The [Australian Core Skills Framework \(ACSF\)](#) defines **5 levels** of performance in **5 core skills**:

Learning	Learning Skills refer to the ability to acquire, process, and apply knowledge and understanding in various contexts. These skills enable individuals to reflect on their learning, engage in independent thinking, and apply problem-solving strategies.
Reading	Reading skills refer to the ability to understand, interpret, and analyse written texts. They include recognising words, comprehending meaning, identifying key ideas, making inferences, and evaluating information.
Writing	Writing skills refer to the ability to organise thoughts and express ideas through structured and coherent text for effective communication while using proper grammar and vocabulary.
Oral Communication	Oral communication skills refer to the ability to speak and listen effectively to convey information, express ideas, and engage in discussions across various settings.
Numeracy	Numeracy skills refer to the ability to understand and work with numbers, including basic calculations, interpreting data, measuring, and problem-solving in everyday and workplace contexts.

Level 1: Basic skills, and highly structured support required.

Level 2: Can follow familiar routines with some independence.

Level 3: Can apply skills independently in known contexts.

Level 4: Can adapt skills to new and complex situations.

Level 5: High-level reasoning and problem-solving across multiple domains.

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The [Australian Digital Capability Framework](#) defines **4 proficiency levels (A–D)** and **8 subset levels (1–8)**. Each level is based on task complexity and level of autonomy.

Digital	Digital skills involve the ability to use technology effectively for communication, information access, problem-solving, and online collaboration. They include navigating digital devices, using software and applications, managing data, and ensuring online safety.
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A – Foundation (Basic Digital Skills)	A1: Perform basic tasks with guidance
	A2: Perform basic tasks independently with some guidance
B – Intermediate (Routine Digital Tasks & Simple Problem Solving)	B3: Solve simple digital problems autonomously
	B4: Solve intermediate digital problems autonomously
C – Advanced (Complex Digital Tasks & Leadership)	C5: Solve advanced digital problems and guide others
	C6: Solve complex digital problems and guide others
D – Specialised (Expert-Level Digital Proficiency & Innovation)	D7: Solve highly complex digital problems and contribute knowledge
	D8: Perform highly specialised digital tasks and lead innovation

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