

Admissions and Enrolment



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1 Purpose and Objective

- 1.1 UNE Partnerships aims to ensure that admission standards are transparent, robust and informed by external referencing and internal quality assurance processes to certify that admitted students have the skills, knowledge, preparation and proficiency in English needed to succeed in their studies. This policy outlines the principles governing the determination of admission criteria (pre-requisites), selection of applicants, and enrolment of students in UNE Partnerships qualifications, courses, skill sets and non AQF award courses.
- 1.2 The objective of the policy is to maintain consistency and rigour across admissions, allocation of Recognised Prior Learning and to facilitate the enrolment of UNE Partnerships students.

2 Scope

- 2.1 This policy applies to all qualifications and non AQF award study delivered by UNE Partnerships, and to all UNE Partnerships agents and staff processing applications for admission to study at UNE Partnerships.
- 2.1 For ease of reference the term qualification is used as a synonym with the term 'course' to cover non AQF award courses.

3 Policy Statement

Principles

- 3.1 Applicants seeking admission and enrolment at UNE Partnerships can be assured that UNE Partnerships:
 - a) sets admission criteria that are informed by the relevant approved Qualification Details, sector practice, contemporary research in relation to student success, the level of the qualification of study as outlined in the Australian Qualifications Framework, and outcomes from internal quality assurance and benchmarking;
 - b) is open and transparent in terms of admission and qualification requirements;
 - c) will treat each applicant fairly and equitably;
 - d) will, where appropriate, consider fairly and constructively the educational disadvantage of particular applicants in determining eligibility for admission;
 - e) will only admit applicants where it is deemed that they have a reasonable chance of success;
 - f) will give due consideration in the assessment and awarding of advanced standing to an applicant's prior formal study, completion of short qualifications or recognised micro-credentials and general experience; and
 - g) will support applicants through the admission and enrolment process.

Admission Criteria (Pre-requisites)

- 3.2 UNE Partnerships admits applicants based on merit, with the offer of a place contingent on applicants having a reasonable expectation of success in their chosen qualification. To maintain a merit-based approach to admission, eligibility criteria will always include, but are not limited to:
 - a) academic criteria;
 - b) English language proficiency;

- c) professional experience, recognised prior learning or other forms of assessment (portfolio, referee report etc).
- 3.3 In addition to the general admission criteria outlined in clause 3.2, qualifications may, where appropriate, specify additional requirements which applicants are required to meet in order to demonstrate their capacity for success in the qualification.
- 3.4 In recognition of alternative modes of engaging in life-long learning, eligible applicants for non AQF award study may seek admission for non AQF award study in one or more individual subjects out of interest or for professional or further study reasons.
- 3.5 Applicants for non AQF award study must be able to provide evidence supporting the likelihood of potential academic success.
- 3.6 International students under the age of 18 at the commencement of the qualification of study or transfer from another registered Provider, are not eligible for admission.
- 3.7 To be eligible for VET Student Loans, an applicant must meet additional requirements, as follows:

a) General Requirements

An applicant must:

- i) be studying an **approved course**
- ii) apply to the government using the approved form and include all relevant information
- iii) have a FEE-HELP balance that is more than \$0 (ie have not used all their FEE-HELP limit)
- iv) meet the citizenship and residency requirements [Act s 11]:
 - o be an Australian citizen or
 - o a qualifying New Zealand citizen or
 - o a [permanent humanitarian visa holder](#), who is usually a resident in Australia.
- v) be undertaking the course primarily at a campus in Australia
- vi) have applied for a VET student loan for the course in accordance with the loan application requirements.
An application for a VET student loan must:
 - o meet the Tax File Number (TFN) requirements – i.e. include the student’s tax file number or a certificate from the Commissioner stating that the student has applied for a tax file number [Act s 17]

b) Academic Requirements

An applicant must:

- vii) meet the academic suitability requirements: the student must have been assessed by the approved course provider as academically suited to undertake the approved course on the basis of either [Rules s 80]:
- viii) providing their Australian Year 12 Certificate OR
- ix) providing evidence of successful completion of an Australian Qualifications Framework Certificate IV or higher qualification (where the language of instruction is English) OR
- x) displaying competence at or above Exit Level 3 in the Australian Core Skills Framework in both reading and numeracy through an approved Language, Literacy and Numeracy test (and the provider reasonably believes the student displays that competence) AND
- xi) in addition, the approved course provider must reasonably believe the student is academically suited to under the course; and the student must meet any other specified entry requirements for the course

- xii) include the student's Unique Student Identifier (USI) unless the student is otherwise exempt [Act s 17]
- xiii) have been submitted by the census day for the first unit for the course for which the student is requesting a loan and no less than two business days after enrolling [Rules s 10]
- xiv) be in the form approved by the Secretary for the loan [Act s 17] – which is generally the eCAF;

Determining Minimum Entry Requirements (Pre-requisites)

3.8 UNE Partnerships acknowledges that its commitment to quality must include all phases of the student life-cycle, including pre-enrolment. Thus, minimum entry requirements, including English language requirements are primarily informed by external referencing (sector practice, contemporary research in relation to student success, and the level of the qualification of study as outlined in the Australian Qualifications Framework) and internal quality assurance processes (primarily Student Progress and Success Reporting).

Consistency and Transparency of Information

- 3.9 UNE Partnerships is committed to consistency and transparency in relation to information on its qualifications and ensures that the following information is readily accessible to applicants and students:
- a) information on admission policy and processes;
 - b) information on advanced standing policy and processes;
 - c) information about admission criteria for each qualification consistent with Australian higher education sector common terminology;
 - d) all charges associated with applicants' proposed qualifications as known at the time;
 - e) advice on the potential for changes in charges during the qualification of studies; and
 - f) policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.

Assessing Eligibility for Admission

- 3.10 Student success is critical to UNE Partnerships mission and is fundamental to applicant eligibility for admission. Each applicant is assessed on their merits, giving due consideration not only to eligibility criteria specific to the intended qualification but to prior educational disadvantage and an assessment of the applicant's capacity to succeed.
- 3.11 Where there is concern in relation to an applicant's capacity to succeed, additional information will be sought to support the student's application and shape student support plans.

Recognition of Prior Learning

- 3.12 In a rapidly changing higher education landscape UNE Partnerships is cognisant of the need for flexibility in terms of assessing the types of study and variety of experiences for which applicants seek advanced standing.
- 3.13 When determining Recognition of Prior Learning, UNE Partnerships is guided by an obligation to:
- a) minimise unnecessary barriers for student access;
 - b) maximise the volume of advanced standing to be applied without jeopardising outcomes for students and employers; and
 - c) prioritise students' chances of success.

- 3.14 Decisions in relation to Recognised Prior Learning are evidence-based and transparent, with information on prior decisions in relation to advanced standing available to all applicants and students.

Offers of Admission & Transitional Support

- 3.15 From the time an applicant receives a formal offer of admission via a Letter of Offer, UNE Partnerships believes that it is obligated to support applicants for success, regardless of whether the offer is:
- Unconditional*: allowing for commencement in a specified future intake for the selected qualification. No further conditions need to be satisfied;
 - Conditional*: outlining the conditions that must be satisfied in order to be admitted to the selected qualification. Evidence must be shown that the conditions have been satisfied before admission to the qualification;
 - Package*: requiring completion of an English Language Qualification at the required level and/or another preliminary or articulation qualification before commencing the desired qualification.
- 3.16 Support for the transition from offer to enrolment and from enrolment to the start of teaching is a key component of the UNE Partnerships student support model.

Enrolment

- 3.17 UNE Partnerships provides all information necessary for applicants to accept an offer and maintain their enrolment.
- 3.18 Applicants may accept the offer or defer an offer for a maximum of 12 months.
- 3.19 Where visa regulations or admission requirements have changed in the intervening period between deferral to the point at which an applicant seeks to accept an offer, UNE Partnerships holds the right to withdraw the offer.
- 3.20 While aware that international students holding student visas are required to complete their qualification within the original expected duration on their Confirmation of Enrolment, students have the right, following commencement of studies, to apply to:
- vary their load;
 - transfer between qualifications;
 - request a leave of absence, intermission or defer enrolment;
 - transfer between tertiary education providers however, only after completing six months of their principal course.
- 3.21 In considering an application for a change in enrolment as outlined in clause 3.19, UNE Partnerships considers the:
- student's general well-being;
 - any compassionate and compelling circumstances;
 - availability of places in qualifications and/or subjects;
 - any outstanding fees and charges owed; and
 - regulatory requirements.

Withdrawal from a Qualification or Unit

- 3.22 UNE Partnerships acknowledges that due to any number of circumstances a student may seek to withdraw from a qualification or a unit of study.
- 3.23 Where possible, UNE Partnerships will support the student to minimise the impact of the intent to withdraw on the student's future chance of success, financial position, and/or on any visa requirements.

Right of Refusal or Exclusion

- 3.24 UNE Partnerships reserves the right to refuse an application, withdraw an offer of admission and cancel admission or enrolment under the following conditions:
- a) when the applicant or enrolled student has provided untrue, inaccurate or incomplete information;
 - b) when UNE Partnerships is not satisfied that an international applicant meets the Genuine Temporary Entrant and/or Genuine Student requirements set by the Department of Home Affairs; or
 - c) when any legislative or regulatory requirement prohibits an international student's admission; or
 - d) where a decision has been made to exclude a student based on the outcome of an academic misconduct or behavioural misconduct investigation or unsatisfactory qualification progression.
- 3.25 Students may be excluded from UNE Partnerships as a result of academic or behavioural misconduct, unsatisfactory attendance, unsatisfactory qualification progress, or non-payment of fees.

Complaints and Appeals

- 3.26 If an applicant or student considers that they have been unfairly or improperly treated in respect of an admission, advanced standing or enrolment decision, they have the right to lodge a complaint in accordance with UNE Partnerships' Student Well-being and Support Policy and related procedures.

4 Roles and Responsibilities

- 4.1 The UNE Partnership Board of Studies is responsible for the overarching governance of this policy and its related procedures.
- 4.2 The UNE Partnership Director of Education is responsible for:
- a) the day-to-day implementation of this policy;
 - b) ensuring compliance with this policy and related procedures;
 - a) ensuring that students are adequately notified of the existence of this policy and the related procedures;
 - b) benchmarking UNE Partnerships policy and standards with those adopted elsewhere in the vocational education sector; and
 - c) the monitoring of information available from the review of records relating to the implementation of this policy.

All staff are responsible for becoming familiar and complying with this policy and the related procedures.

- 4.3 Electronic records are to be retained in accordance with the State Records Act 1998 (NSW) and any other relevant legislation and they must record the basis for Admission.

5 Definitions

ACADEMIC INTEGRITY	means the pursuit of learning in an honest and responsible manner which precludes deliberate acts of plagiarism, falsification, misrepresentation or deception
ACADEMIC MISCONDUCT	means providing aid or assistance in relation to, creating or making, obtaining or acquiring, or using information, services or equipment that may unfairly give a student an unauthorised advantage relative to other students with regard to formative or summative assessment
APPLICANT	means a person who has lodged an application for a place on a UNE Partnerships qualification of study or for non AQF award of study
AQF	means the Australian Qualifications Framework
BEHAVIOURAL MISCONDUCT	means any conduct on the part of a student (by act or omission) which impairs the reasonable freedom of other members of UNE Partnerships community (staff and student) to pursue their studies, to participate in the life of UNE Partnerships, which impairs administration, or involves the unentitled, fraudulent or malicious use of resources including electronic/ICT resources
QUALIFICATION	means a qualification, which is approved by the Board of Studies and the Board of Directors, and is awarded upon completion of the relevant qualification requirements
CRICOS	means the Commonwealth Register of Institutions and Qualifications for Overseas Students (CRICOS), an Australian government register that lists all Australian education providers offering qualifications to people studying in Australia on student visas and the qualifications offered
GENUINE TEMPORARY ENTRANT	means an applicant who satisfies the genuine temporary entrant criterion for Student visa applications as determined by the Department of Home Affairs
INTERNATIONAL STUDENT	means a non-resident of Australia or New Zealand studying at UNE Partnerships in Australia on a student visa
NON AQF	means study offered by UNE Partnerships that students enrol in independently of one of its AQF award qualifications
CERTIFICATION	means formal documentation, issued by a UNE Partnerships, to recognise that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs
RECOGNITION OF FORMAL LEARNING	means an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited qualifications
STAFF	means employees of UNE Partnerships
STUDENT	means an admitted or enrolled student of UNE Partnerships Admitted student means a student who has been admitted to an UNE Partnerships qualification of study and who is entitled to enrol in a subject of study.

	Enrolled student means a student who has been admitted to an UNE Partnerships qualification of study who is enrolled in a subject at UNE Partnerships
UNIT (OF COMPETENCY)	means that each qualification of study comprises of a number of units which may be core/compulsory or elective. Each unit comprises a discrete set of objectives, content, methods and assessment which jointly ensure that qualification objectives and learning outcomes are met. Each unit consists of individual topics of study, unique to each unit

6 Associated Information

Related Legislation	<ul style="list-style-type: none"> Standards for Registered Training Organisations (RTOs) 2015 Education Services for Overseas Students Act 2000 (ESOS Act 2000) National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018) <i>VET Student Loans Act 2016</i> AQF Qualifications Pathways Policy Ministerial Direction 69 - Assessing the Genuine Temporary Entrant Criterion for Student Visa and Student Guardian Visa Applications
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Document Administrator	Director of Education

7 Change History

Version Control	Version 4
Approving Body	UNEP Board
Change Summary	Updated for CRICOS

Schedule 1: Minimum Entry Requirements

Academic Criteria

Program Level	Domestic Applicants	International Applicants
Certificate III (AQF Level 3 - 5)	An Australian Year 10 qualification; OR	High school certificate that is equivalent to an Australian Year 10 qualification OR
	Successful completion of a recognised Foundation Studies program	Successful completion of a recognised Foundation Studies program in Australia <i>Overseas qualifications equivalent to Australian qualifications are based on the guidelines established by the National Office of Overseas Skills Recognition (NOOSR)</i>
Certificate IV (AQF Level 4)	An Australian Year 10 qualification; OR	High school certificate that is equivalent to an Australian Year 10 qualification OR
	Completion of a Certificate III; OR	TVET qualification equivalent to a Certificate III in a cognate discipline OR
	Successful completion of a recognised Foundation Studies program	Successful completion of a recognised Foundation Studies program in Australia <i>Overseas qualifications equivalent to Australian qualifications are based on the guidelines established by the National Office of Overseas Skills Recognition (NOOSR)</i>
Diploma (AQF Level 5)	An Australian Year 10 pass; OR	High school certificate that is equivalent to an Australian Year 10 qualification OR
	Completion of a Certificate IV; OR	TVET qualification equivalent to a Certificate IV OR
	Successful completion of a recognised Foundation Studies program	Successful completion of a recognised Foundation Studies program in Australia <i>Overseas qualifications equivalent to Australian qualifications are based on the guidelines established by the National Office of Overseas Skills Recognition (NOOSR)</i>
Advanced Diploma (AQF Level 6)	Australian Year 12 qualification; OR	Higher school certificate that is equivalent to an Australian Year 12 qualification OR
	Completion of an Australian Diploma or higher degree; OR	TVET qualification equivalent to a Certificate IV OR
	Successful completion of a recognised Foundation Studies program	Successful completion of a recognised Foundation Studies program in Australia <i>Overseas qualifications equivalent to Australian qualifications are based on the</i>

Program Level	Domestic Applicants	International Applicants
		<i>guidelines established by the National Office of Overseas Skills Recognition (NOOSR)</i>

English Language and Literacy and Numeracy Criteria

Applicants must meet at least one of the following criteria:

Program Level	Domestic Applicant	International Applicants
Certificate III-IV (AQF 3-4)	English is the applicant's first language; AND Successful completion of Year 9 (English medium); OR	Academic IELTS 5.5 with no band below 5.0, this score to be no more than two years old at the date of program commencement
	Successful completion of Year 10; OR	TOEFL iBT 35
		Pearson (PTE) 36
	Australian Core Skills Framework (ACSF) Level 3 or higher in Reading and Numeracy through an approved Language, Literacy and Numeracy Test (see below)	Successful completion of a recognised English Language Intensive Course for Overseas Students (ELICOS) English for Academic Purposes program Completion of at least five years' English medium study in one or more of the following countries: Australia, Canada, Republic of Ireland, New Zealand, South Africa, United Kingdom, or United States of America Citizens of one of the following countries: Canada, Republic of Ireland, New Zealand, United Kingdom, or United States of America (NB may be required to complete English language testing for visa purposes)
Diploma and Advanced Diploma	English is the applicant's first language and the successful completion of Year 12 (English medium); OR	Academic IELTS 5.5 with no band below 5.5, this score to be no more than two years old at the date of program commencement
	Successful completion of AQF Certificate IV or higher (English medium); OR	TOEFL iBT 46
	Completion of at least five years' English medium study in one or more of the following countries: Australia, Canada, Republic of Ireland, New Zealand, South Africa, United Kingdom, or United States of America; OR	Pearson (PTE) 42

Program Level	Domestic Applicant	International Applicants
	Australian Core Skills Framework (ACSF) Level 3 or higher in Reading and Numeracy through an approved Language, Literacy and Numeracy Test (see below)	Successful completion of a recognised English Language Intensive Course for Overseas Students (ELICOS) English for Academic Purposes program
		Completion of at least five years' English medium study in one or more of the following countries: Australia, Canada, Republic of Ireland, New Zealand, South Africa, United Kingdom, or United States of America
		Citizens of one of the following countries: Canada, Republic of Ireland, New Zealand, United Kingdom, or United States of America

If an applicant indicates that they have not achieved a post school qualification at AQF3 a pass in an approved LLN test will be required. The following assessment tools are approved by UNE Partnerships.

LLN Tool	Provider
Core Skills Profile for Adults	Australian Council for Educational Research (ACER) Published 2013
Basic Key Skills Builder	BKSB Australian edition
LLN Robot	The Learning Resources Group Online system that combines ACSF testing, course profiling and LLN support in a single package. Published 2016
VETASSESS Test	VETASSESS Online reading and numeracy test covering ACSF levels 1 to 4

Course Specific Requirements

Most UNE Partnerships courses are open to any applicant with a suitable level of workplace experience and responsibility allowing sufficient opportunity to demonstrate competency through completion of tasks directly related to their job role.

Where they exist, pre-requisites are detailed in the relevant Training and Assessment Strategy and in Pre-enrolment information on the UNE Partnerships website.

Course	Requirements
All courses	In addition to the specific criteria listed for each course applicants should: <ul style="list-style-type: none"> • have moderate computer skills with access to an internet enabled computer,

Course	Requirements
	<ul style="list-style-type: none"> • be working in a job role or undertaking a personal endeavour that provides sufficient opportunity to practice new skills and develop competency in a real-life setting, • have the ability to set own goals and work independently to achieve them, and • be able to devote at least one hour per day to learning and assessment activities.
Certificate III in Business Administration (Medical)	<p>Applicants will need to be working in a frontline support or customer service role in a general medical or specialist health care practice or hospital setting. Indicative job titles include:</p> <ul style="list-style-type: none"> • Administration officer • Receptionist/Trainee Receptionist • Medical Secretary
Certificate IV in Business	<p>Applicants will need to be working in a mid-level administrative or customer service or other supporting role in a general medical or specialist health care practice. Indicative job titles include:</p> <ul style="list-style-type: none"> • Dental Assistant • Office Administrator • Office Manager • Senior Receptionist • Practice Administrator • Practice Coordinator
Certificate IV in Leadership and Management	<p>Applicants will need to be:</p> <ol style="list-style-type: none"> 1. Working as a frontline manager or team leader in a small, medium or large organisation, OR 2. Undertaking a personal endeavour with similar responsibilities. <p>Indicative job titles include:</p> <ul style="list-style-type: none"> • Duty Manager • Leading Hand • Office Manager • Practice Manager/ Trainee Practice Manager • Team Leader
Certificate IV in Medical Practice Assisting	<p>Applicants will need to be working in a general medical or specialist health care practice. The practice must employ a Registered Nurse who is willing to act as a clinical supervisor. Indicative job titles include:</p> <ul style="list-style-type: none"> • Care Assistant • Medical Receptionist • Clinical Assistant • Clinic Coordinator • Clinic Support Officer • Health Support Officer

Course	Requirements
	<ul style="list-style-type: none"> • Medical Assistant • Practice Assistant • Practice Manager
Certificate IV in Project Management Practice	<p>Applicants will need to be</p> <ol style="list-style-type: none"> 1. working in a project support role in a professional services, public sector or business setting, OR 2. Undertaking a personal endeavour with similar responsibilities. Indicative job titles include: <ul style="list-style-type: none"> • Operations Manager • Project Administrator • Project Officer • Technical Officer • Workshop Supervisor
Diploma of Business	<p>Applicants will need to be working in a small, medium or large enterprise and involved in the development, implementation and evaluation of plans to support business objectives. Indicative job titles include:</p> <ul style="list-style-type: none"> • Team Leader • Administration Manager • Office Manager
Diploma of Community Services	<p>Applicants will need to be working in a community services setting (aged, disability or youth services) either by a service provider or a government agency. Indicative job titles include:</p> <ul style="list-style-type: none"> • Care manager case manager • Community development coordinator • Program coordinator • Service coordinator • Support coordinator • Social housing coordinator
Diploma of Government	<p>Applicants will need to be working as a grade 3 or grade 4 clerk in a state or federal government agency or statutory authority in a role with a range of responsibilities. Indicative job titles include:</p> <ul style="list-style-type: none"> • Policy Manager • Administrative Services Manager • New graduate
Diploma of Leadership and Management	<p>Applicants will need to have solid experience in their industry or organisational setting and may come from a technical, trade or specialist background. They will have direct responsibility for achievements of targets and performance of individuals and teams and will be expected to develop, manage and report on plans to achieve operational objectives. Indicative job titles include:</p> <ul style="list-style-type: none"> • Business Manager • Business Development Manager • Sales team Manager • Unit Manager

Course	Requirements
Diploma of Procurement and Contracting	<p>Applicants will need to be working in a state or federal government agency or statutory authority in a position with responsibility for the management of complex procurement. Indicative job titles include:</p> <ul style="list-style-type: none"> • Procurement and Contracting Manager • Procurement Coordinator • Procurement Officer • Project Manager • Senior Contracting Officer • Strategic Sourcing Officer • Senior Procurement Officer
Diploma of Professional Practice Leadership	<p>Applicants will need to be working as a practice manager with a full range of responsibilities including budgeting, cost control and, financial reporting, leadership and team building, quality management and business planning and development. Indicative job titles include:</p> <ul style="list-style-type: none"> • Business Manager • General Manager • Operations Manager • Practice Manager
Diploma of Project Management	<p>Applicants will need to be:</p> <ol style="list-style-type: none"> 1. Working as a project manager with responsibility for the entire lifecycle of a project, OR 2. Undertaking a personal endeavour with similar responsibilities. <p>Indicative job titles include:</p> <ul style="list-style-type: none"> • Project Contract Manager • Project Engineer • Project Leader • Project Manager/ IT Project Manager • Project Supervisor • Project Vendor Manager
Advanced Diploma of Leadership and Management	<p>Applicants should be working in a senior or executive management role with a range of management responsibilities including leadership, business and strategic planning, human resources management and organisational change. Job roles may include:</p> <ul style="list-style-type: none"> • Account Executive • Assistant Manager • Branch Manager • Business Manager • Chief Executive Officer • General Manager • National Manager • Regional Manager

Course	Requirements
	<ul style="list-style-type: none"> • Service Manager
Advanced Diploma of Program Management	<p>Applicants must:</p> <ol style="list-style-type: none"> 1. Hold a Diploma of Project Management qualification, OR 2. Be able to supply evidence of two years equivalent full-time relevant workplace experience at a significant level within a project or program environment within an enterprise. Applicants entering under this pathway must supply a current CV and details of two referees willing to verify claims. <p>Indicative job titles include:</p> <ul style="list-style-type: none"> • Executive Director • Executive Manager • Human Resources Manager • Manager, Human Resources Strategy • Organisational Development Manager • Chief Executive Officer • National Programme Manager • Project Director • Program Manager • Senior Program Manager

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State	Department	Funding Program	Program Type
New South Wales	Department of Industry	Smart and Skilled	Traineeships Entitlement Full Qualifications Program Targeted Priorities Program
Queensland	Department of Employment, Small Business and Training	User Choice	Traineeships
		VET Investment Program	Certificate 3 Guarantee Higher Level Skills
Tasmania	Skills Tasmania	User Choice	Traineeships



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1800 066 128

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