



Pathways Psychology Institute

ENROLMENT FORM

RTO Provider 45397

Enrolment Questions

Introduction

These questions are provided to assist with collecting student data in an AVETMISS-compliant format.

Data element names in italics below the questions link the standard enrolment question to the *AVETMISS VET Provider Collection specifications* and the *AVETMISS data element definitions*.

The Australian Government Department of Education and Training's VET Data Policy, Part B, Clause 7.2: states:

Where personal information is collected from a student, RTOs must make students aware of the purposes for which their information may be collected, used or disclosed. RTOs must give the student a copy of the Privacy Notice at Schedule 1 of this Policy. This can be achieved by including the 'Privacy Notice' during the student's enrolment process.

The minimum mandatory content for inclusion in a Privacy Notice as at Schedule 1 of the VET Data Policy, is provided below and also available on the Department of Education and Training's website: - <https://www.education.gov.au/privacy-notice/>:

Privacy Notice

Under the *Data Provision Requirements 2012*, Pathways Psychology Institute is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form), may be used or disclosed by Pathways Psychology Institute for statistical, administrative, regulatory and research purposes. Pathways Psychology Institute may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and
- NCVER.

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

- populating authenticated VET transcripts;
- facilitating statistics and research relating to education, including surveys and data linkage;
- pre-populating RTO student enrolment forms;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

You may receive a student survey which may be administered by a government department or NCVER employee, agent or third party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

Personal details

1. Enter your full name *

Family name (surname) _____

Given names _____

Name for encryption

* Please write the name that you used when you applied for your Unique Student Identifier (USI), including any middle names. If you do not yet have a USI and want [name of RTO] to apply for a USI on your behalf, **you must write your name, including any middle names, exactly as written in the identity document** you choose to use for this purpose. See section on the USI at the end of this form for a detailed explanation.

2. Enter your birth date

Day/month/year | | |

Date of birth

3. Gender (Tick ONE box only)

Male _____

Female _____

Other _____

Gender

4. Enter your contact details

Home phone _____ Work phone _____

Mobile _____ Email address _____

Alternative email address (optional) _____

Telephone number [home]

Telephone number [work]

Telephone number [mobile]

Email address

Email address [alternative]

5. What is the address of your usual residence?

Please provide the physical address (street number and name **not** post office box) where you usually reside rather than any temporary address at which you reside for training, work or other purposes before returning to your home. If you are from a rural area use the address from your state or territory's 'rural property addressing' or 'numbering' system as your residential street address.

Building/property name is the official place name or common usage name for an address site, including the name of a building, Aboriginal community, homestead, building complex, agricultural property, park or unbounded address site.

Building/property name _____

Flat/unit details _____

Street or lot number (e.g. 205 or Lot 118) _____

Street name _____

Suburb, locality or town _____

State/territory _____

Postcode _____

Address building/property name

Address flat/unit details

Address street number

Address street name

Address — suburb, locality or town

State identifier

Postcode

6. What is your postal address (if different from above)?

Building/property name _____

Flat/unit details _____

Street or lot number (e.g. 205 or Lot 118) _____

Street name
Postal delivery information (e.g. PO Box 254)
Suburb, locality or town
State/territory
Postcode

Address building/property name
 Address flat/unit details
 Address street number
 Address street name
 Address postal delivery box
 Address — suburb, locality or town
 State identifier
 Postcode

Language and cultural diversity

7. In which country were you born?

Australia	1101
Other – please specify	

Country identifier

8. Do you speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often)

No, English only	1201
Yes, other – please specify	

Language identifier

9. Are you of Aboriginal or Torres Strait Islander origin?

(For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes)

No	4	
Yes, Aboriginal	1	3 (yes to both)
Yes, Torres Strait Islander	2	

Indigenous status identifier

Disability

10. Do you consider yourself to have a disability, impairment or long-term condition?

Yes	Y	
No	N	No – Go to question 12

Disability flag

11. If you indicated the presence of a disability, impairment or long-term condition, please select the area(s) in the following list:

(You may indicate more than one area) Please refer to the Disability supplement for an explanation of the following disabilities.

Hearing/deaf	11
Physical	12
Intellectual	13
Learning	14
Mental illness	15
Acquired brain impairment	16
Vision	17
Medical condition	18
Other	19

Disability type identifier

Schooling

12. What is your highest COMPLETED school level? (Tick ONE box only)

If you are currently enrolled in secondary education, the *Highest school level completed* refers to the highest school level you have actually completed and not the level you are currently undertaking. For example, if you are currently in Year 10 the *Highest school level completed* is Year 9.

Year 12 or equivalent	12	
Year 11 or equivalent	11	
Year 10 or equivalent	10	
Year 9 or equivalent	09	
Year 8 or below	08	
Never attended school	02	Never completed any primary or secondary level education – go to question 14

Highest school level completed identifier

13. Are you still enrolled in secondary or senior secondary education?

Yes	Y	
No	N	

At school flag

Previous qualifications achieved

14. Have you SUCCESSFULLY completed any of the qualifications listed in question 15?

Yes	Y	
No	N	No – go to question 16

Prior educational achievement flag

15. If YES, tick ANY applicable boxes.

Bachelor degree or higher degree	008
Advanced diploma or associate degree	410
Diploma (or associate diploma)	420
Certificate IV (or advanced certificate/technician)	511
Certificate III (or trade certificate)	514
Certificate II	521
Certificate I	524
Other education (including certificates or overseas qualifications not listed above)	990

Prior educational achievement identifier

Employment

16. Of the following categories, which BEST describes your current employment status?

(Tick ONE box only)

For casual, seasonal, contract and shift work, use the current number of hours worked per week to determine whether full time (35 hours or more per week) or part-time employed (less than 35 hours per week).

Full-time employee	01
Part-time employee	02
Self employed – not employing others	03
Self employed – employing others	04
Employed – unpaid worker in a family business	05
Unemployed – seeking full-time work	06
Unemployed – seeking part-time work	07
Not employed – not seeking employment	08

Labour force status identifier

Study reason

17. Of the following categories, select the one which BEST describes the main reason you are undertaking this course/traineeship/apprenticeship (Tick ONE box only)

To get a job	01
To develop my existing business	02
To start my own business	03
To try for a different career	04
To get a better job or promotion	05
It was a requirement of my job	06
I wanted extra skills for my job	07
To get into another course of study	08
For personal interest or self-development	12
To get skills for community/voluntary work	13
Other reasons	11

Study reason identifier

Unique Student Identifier (USI)

From 1 January 2015, we Pathways Psychology Institute can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at <https://www.usi.gov.au/students/create-your-usi/> on computer or mobile device.

18. Enter your Unique Student Identifier (USI) (if you already have one)

You may already have a USI if you have done any nationally recognised training, which could include training at work, completing a first aid course or RSA (Responsible Service of Alcohol) course, getting a white card, or studying at a TAFE or training organisation. It is important that you try to find out whether you already have a USI before attempting to create a new one. You should not have more than one USI. To check if you already have a USI, use the 'Forgotten USI' link on the USI website at <https://www.usi.gov.au/faws/i-have-forgotten-my-usi/>.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

Unique Student Identifier (USI)

Unique student identifier

Advice to RTOs: if you want to apply for USIs on behalf of your students (clients), please use the questions in the following section. Alternatively, a copy of the ID document can be obtained instead of recording this information. You may remove the following section if you will not be applying for USIs for students.

Before creating a USI on behalf of a student, with their permission, use the 'Existing USI Search' tool to determine whether the student has an existing USI. For details, see the Existing USI Search/Locate USI information on the USI website at <https://www.usi.gov.au/training-organisations/using-usi-registry-system/existing-usi-search-locate-usi/>.

Australian birth certificate: note that different details are required depending on the jurisdiction of issue. RTOs who wish to include the birth certificate option in their enrolment form should note the information items required set out at:

<https://www.usi.gov.au/about/forms-id/birth-certificate-australian/>

Alternatively, you may wish not to include 'birth certificate' in your form.

19. Student Agreement*

I _____ (INSERT FULL NAME) have been provided with the student handbook, I agree to the terms and conditions of enrolment and I agree to the payment of the required course fees.

Signature

Office Use Only

The applicant has participated in a course entry interview to establish their suitability to the course, and the interviewer has confirmed that applicant is 18 years of age or older, has completed year 12 or equivalent (evidence has been sighted) and has sufficient English language skills to read the necessary student notes/texts and write the required assignments.

Yes	Y
No	N
Staff Signature	
Staff Full Name	

Disability supplement

Introduction

The purpose of the Disability supplement is to provide additional information to assist with answering the disability question.

If you indicated the presence of a disability, impairment or long-term condition, please select the area(s) in the following list:

Disability in this context does not include short-term disabling health conditions such as a fractured leg, influenza, or corrected physical conditions such as impaired vision managed by wearing glasses or lenses.

'11 — Hearing/deaf'

Hearing impairment is used to refer to a person who has an acquired mild, moderate, severe or profound hearing loss after learning to speak, communicates orally and maximises residual hearing with the assistance of amplification. A person who is deaf has a severe or profound hearing loss from, at, or near birth and mainly relies upon vision to communicate, whether through lip reading, gestures, cued speech, finger spelling and/or sign language.

'12 — Physical'

A physical disability affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body. A physical disability may have existed since birth or may be the result of an accident, illness, or injury suffered later in life; for example, amputation, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.

'13 — Intellectual'

In general, the term 'intellectual disability' is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness.

'14 — Learning'

A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability.

'15 — Mental illness'

Mental illness refers to a cluster of psychological and physiological symptoms that cause a person suffering or distress and which represent a departure from a person's usual pattern and level of functioning.

'16 — Acquired brain impairment'

Acquired brain impairment is injury to the brain that results in deterioration in cognitive, physical, emotional or independent functioning. Acquired brain impairment can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases or stroke. These impairments may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment.

'17 — Vision'

This covers a partial loss of sight causing difficulties in seeing, up to and including blindness. This may be present from birth or acquired as a result of disease, illness or injury.

'18 — Medical condition'

Medical condition is a temporary or permanent condition that may be hereditary, genetically acquired or of unknown origin. The condition may not be obvious or readily identifiable, yet may be mildly or severely debilitating and result in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, HIV/AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes.

'19 — Other'

A disability, impairment or long-term condition which is not suitably described by one or several disability types in combination. Autism spectrum disorders are reported under this category.