

# Pre-Training Review and LLND Policy and Procedure



- <b>Distribution</b>	All Staff and Students
<b>Skills First References</b>	Skills First Contract 2024-25, Schedule 1 Clauses 2, 3, 4 Skills First Program Guidelines about Determining Student Eligibility and Supporting Evidence Skills First Program Guidelines about Apprenticeship/Traineeship Training Delivery
<b>Skills First Quality Charter Principles</b>	Skills First Quality Charter Principle 4
<b>ASQA References</b>	Standards for RTOs 2025 – Standards 1.6, 2.1, 2.2
<b>Legislative Context</b>	<ul style="list-style-type: none"> <li>• Disability Discrimination Act 1992.</li> <li>• Racial Discrimination Act 1975.</li> <li>• Age Discrimination Act 2004.</li> <li>• Sex and Age Discrimination Legislation Amendment Act 2011 – Proclamation.</li> <li>• Commonwealth Privacy Act 1988 / Privacy Amendment (Private Sector) Act 2000</li> <li>• Student Identifier Act 2014, Student Identifiers Bill 2014</li> <li>• Health Records Act 2001 (VIC)</li> </ul>
<b>Related Documents</b>	Student Enrolment Policy and Procedure RPL & Credit Transfer Policy and Procedure Student Handbook Pre-Training Review & LLND Robot PTR Process Flow chart Enrolment Form Statement of Fees Training Plan

# Pre-Training Review and LLND Policy and Procedure



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# Pre-Training Review and LLND Policy and Procedure



## 1. Policy

This policy and procedure is in place to ensure that all prospective students seeking entry into a nationally accredited course with VFA Learning have the appropriate level of foundation/LLND skills in order to achieve the competencies of the vocational course.

This policy also ensures that the staff and prospective students make informed decisions about the suitability and relevance of the course the applicant is undertaking with VFA Learning and ensures adequate support services are available to those in need.

Under Schedule 1, Clause 4 of the State Government Contract specifies that:

“You (RTO) must conduct a Pre-Training Review for each prospective Skills First Student, as part of enrolment, or before the commencement of training, to ascertain a suitable, and the most suitable, program for that individual to enrol in”

The Pre-Training Review must:

- a) ascertain the individual’s aspirations and interests with due consideration of the likely job outcomes from the development of new competencies and skills;
- b) consider the individual’s existing educational attainment and capabilities;
- c) include consideration of literacy and numeracy skills;
- d) identify any competencies previously acquired (RPL, recognition of current competency (RCC) or credit transfer);
- e) ascertain that the proposed learning strategies and materials are appropriate for that individual;
- f) where the proposed learning includes portions delivered online, identify the individual learner’s digital capability, including access to necessary technology, and where necessary identify steps to overcome any barriers in this regard; and
- g) without limiting Clause 4.3 of this VET Funding Contract, be carried out consistently with any applicable requirements in the Quality Charter.”

Under SRTOs 2025, Outcome Standard 2.2 states that:

“VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student’s skills and competencies.”

## 2. Purpose

The purpose of this procedure is to describe the process VFA Learning undertakes to assess prospective students’ current competencies, including language, literacy, numeracy (LLN) skills as well as digital literacy, prior to enrolment and to ensure that training and assessment strategies are designed to meet individual needs.

This policy also ensures that the staff and applicants make informed decisions about the suitability and relevance of the course the prospective student is undertaking with VFA Learning and ensures adequate support services are available to those in need.

## 3. Scope

This policy and procedure applies to all applicants, students and staff at VFA Learning.

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## 4. Definitions

**Australian Core Skills Framework (ACSF)** is a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.

**Credit Transfer** is one of a number of processes for establishing credit. It provides a means for students to gain credit in an AQF qualification on the basis of completed components of another AQF qualification or other formal learning.

**LLND-** language, literacy, numeracy and digital literacy.

**Personal Information** refers to information or an opinion (including information or an opinion forming part of a database), whether true or not, and whether recorded in a material form or not, about an individual whose identity is apparent, or can reasonably be ascertained, from the information or opinion.

**Pre-Training Review** is the process undertaken between VFA Learning and a prospective student to determine the most suitable and appropriate training for that individual, as described in Clause 5 of Schedule 1.

**Recognition of Prior Learning (RPL)** is defined in the Australian Qualification Framework as follows:

“Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.” RPL assesses this unrecognised learning against the required learning outcomes of a subject taught and/or assessed by VFA Learning.

**Record** refers to any 'document' within the meaning of the Evidence Act 2008 (Vic) that is produced or created by VFA Learning or any VFA Learning Personnel, or is in or enters the possession of VFA Learning or any VFA Learning Personnel, under or in the course of VFA Learning performing its obligations under the VET Funding Contract.

**Skills First Program** is the Victorian Government's program for funding individuals' Entitlement to Funded Training.

**Statement of Fees** is a detailed quote for each prospective student, which sets out fee and other information required by the National RTO Standards and the Guidelines about Fees.

**Subsidised student (funded fee student)** is a student enrolled in a VET course for whom VFA Learning Institute receives funding from a state or territory (the “subsidising state or territory”) in relation to the VET student's enrolment in that VET course of study.

**Training Plan** is the documented plan for the training and assessment to be delivered to an individual created by VFA Learning.

**VET Funding Contract** refers to the Skills First 2024-2025 Funding Contract and includes all schedules, annexures, attachments, plans and specifications and exhibits to it.

**VET Quality Framework** has the same meaning as in the National Act

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## 5. Requirements, Process & Procedures

- It is the requirement of VFA Learning that any prospective student seeking to enrol into a course that is on VFA Learning scope of registration is required to meet the entry requirements of the course in order to gain a place into that course.
- Students will complete a Pre-Training Review Form and a Language, Literacy, Numeracy and Digital Literacy assessment.
- The purpose of the Pre-Training Review (PTR) is to assess the suitability of a course a prospective student is interested in and recommend the placement of the student into the course or qualification appropriate to their needs and that they can be anticipated to achieve success. The placement is based on:
  - the prospective student's performance across all macro-skills (learning, reading, writing, oral communication and numeracy);
  - the prospective student's needs and goals; and
  - the prospective student's predicted learning pace.
- Prospective students are requested to declare any learning disabilities / language requirements as a part of the enrolment process. Once such requirements are identified, relevant staff are alerted to the students' requirements and remedial processes can be implemented.

### 5.1 Initial Stage

- a) A prospective student enquires about the course through the website, walk in, phone call or an authorised delegate.
- b) Course information is provided to prospective students via course flyers, website and explicitly during the pre-enrolment discussion with the Enrolment Officer, where prospective students are introduced to the course, its outcomes and the industry sector.

The Enrolment Officer will have a discussion with the potential student about the course and the application process. This can occur in person or over the phone. The information discussed is current and accurate and enables the potential student to make an informed decision about undertaking a training course. At a minimum, the information will consist of:

- Training and Assessment information, and related educational and support services provided by VFA Learning;
- The estimated duration;
- The structure and timetable;
- The expected modes of delivery;
- The support services available for the student;
- Any work placement arrangements;
- Current competency is discussed;
- Fees, charges and concessions; and
- Any entry requirements required to enrol in the qualification.
- Any additional requirements (including WWCC, NDIS Workers Screening Check, Police Check, Immunisation requirements, pre-requisites)

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- The Pre-Training Review Process including the LLND/ACER requirements
- The Application and Enrolment Process

The Enrolment Officer will answer any questions the potential student has.

- c) The application process is explained to the prospective student. They are also informed that they will need to provide their identification documents, previous certificates, statement of attainment, health/pension cards (if any) to the LLND session with the Enrolment Officer, if they make it through the PTR component.

## 5.2 Pre-Training Review Process:

A Pre-Training Review is conducted with each prospective student. A Pre-Training Review ensures the training and assessment that the prospective student is wanting to enrol into takes into consideration their current skill levels and competency and their academic suitability. The pre-training review process will:

- Ensure that the prospective student understands the objectives of the course they are undertaking;
- Explore the prospective student's current competencies and provides them with the opportunity for these to be assessed through Recognition of Prior Learning (RPL) or Credit Transfer;
- Identifies the support the prospective student may require to successfully undertake the course;
- Assess their academic suitability for the course they are wishing to enrol in;
- Ensure there are no barriers that will stop them from completing the qualification including those around placement requirements (if applicable).

The following steps will take place:

**Step 1** – After the initial discussion the Enrolment Officer, or authorised delegate, will send the potential student an e-mail with a course flyer and also outlining the details discussed in the initial discussion. This e-mail also includes a link to a PTR which is completed via Adobe Sign.

**Step 2** – Once the potential student has completed the PTR it is returned to the Enrolment Officer.

**Step 3** – The Enrolment Officer will review the completed Pre-Training Review and will determine if the potential student is academically suited to the course and if the course meets their aspirations. If the student is deemed suited for the course then the Enrolment Officer will invite the student into the VFA Learning office to complete the LLND (for non nursing qualifications) or the ACER (for nursing qualifications). ACER and LLND tasks must be completed in the VFA Learning office.

**Step 4** – Once the LLND/ACER has been completed the Enrolment Officer will review the results within 2 business days and determine if the prospective student is at the required level for the course they wish to enrol in. Please see Section 5.3 Assessing the Pre-Training Reviews for detailed information on this process.

Throughout the Pre-Training Review process the VFA Learning Enrolment Officer will ensure the training product is appropriate to the prospective student's needs.

During the PTR the prospective student is asked about any previous study and if they would like to apply for Credit Transfers (CT) or Recognition of Prior Learning (RPL). Prospective students are required to complete a Credit Transfer Application form during the Application stage of the enrolment process if they would like to apply for this.

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During the Pre-Training Review stage, if VFA Learning staff identify that the individual is still attending school and is under the age of 17 years old;

- they request for them to submit a copy of their Transition from School Form. If a student does not submit this, then they are not able to progress into the course.
- if the student has not yet completed Year 10, VFA Learning will sight correspondence or a certificate signed by a Department Regional Director that exempts the student from school attendance and clearly identifies VFA Learning and the training to be undertaken; and
- if the student has completed Year 10, VFA Learning will sight either:
  - correspondence or a certificate signed by the school principal confirming an exemption from school attendance has been granted and clearly identifying Stirling Institute and the training to be undertaken, or
  - a completed transition from school form indicating the school principal has authorised an exemption from school enrolment (Section E) and clearly identifying the Stirling Institute and the training to be undertaken (noting that this can only be sighted if provided by the student or their parent/carer).
- Prospective students wanting to enrol into the HLT54121 Diploma of Nursing course are required to be 18 prior to their first practical placement. Please refer to the Under 18 Policy and Procedure for more information.

## 5.3 Assessing the Suitability of Prospective Students:

The Enrolment Officer ensures the prospective student can complete the training course by identifying their Language, Literacy, Numeracy and Digital Literacy (LLND) levels according to the ACSF and that the program the student wishes to enrol in is suitable, and the most suitable program for that individual.

The Enrolment Officer sends the prospective Student a link to the LLND digital robot and where the prospective student has difficulties completing the LLND Assessment or any issue is identified, a qualified trainer is requested to make a judgment on the individual's core skills. Students wishing to enrol in the HLT54121 Diploma of Nursing may be required to attend an interview with the Head of Nursing or delegate.

The Enrolment Officer will explain the LLND assessment.

The prospective student completes the LLND assessment.

If the prospective students' performance indicates they are not operating at the required ACSF level to complete the proposed training successfully then the Enrolment Officer will discuss this with the prospective Student.

## 5.4 Outcomes the Pre-training Reviews:

After the prospective student has completed the PTR and LLND requirements and they have been reviewed, the prospective student is informed of the outcome, and if successful, is requested to complete the next stage.

Through the Pre-Training Review process the Enrolment Officer will identify the most appropriate course for the prospective student to undertake. The Enrolment Officer will also determine if the proposed

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training and assessment strategies and materials are appropriate for that individual or if reasonable adjustments are required.

Once the Enrolment Officer identifies the LLND levels are outside the standard for the course, the trainer will support and address the individual needs of the student who has been identified as having a learning difficulty.

A standard Training Plan (Training Plan /Training Plan Trainees) will be developed and provided for each student.

In addition, the Enrolment Officer must also identify areas of competency previously acquired and ensure that all eligible students are offered Recognition of Prior Learning and Credit Transfer before commencement of structured training.

## **Record keeping**

VFA Learning will implement and administer a recordkeeping system that creates and maintains full and accurate hard copy and/or electronic records for all training services provided, in sufficient detail to allow the Department to determine VFA Learning's compliance with the VET Funding Contract and the accuracy of the reports and claims for payment submitted under the VET Funding Contract.

VFA Learning will maintain effective security measures to safeguard the records from unauthorised access or use (including amendment of records that is inconsistent with Clause 10.9) for as long as those records are required to be maintained under this VET Funding Contract.

VFA Learning will retain and not dispose of any Records until three years after the end of the Term of the Contract.

VFA is aware that if during an audit any Pre-Training Review has not been completed and documented in accordance with Clauses 4.1 to 4.5 of this Schedule 1, then the department may exercise their rights under Clauses 16 and 17 of the Contract.

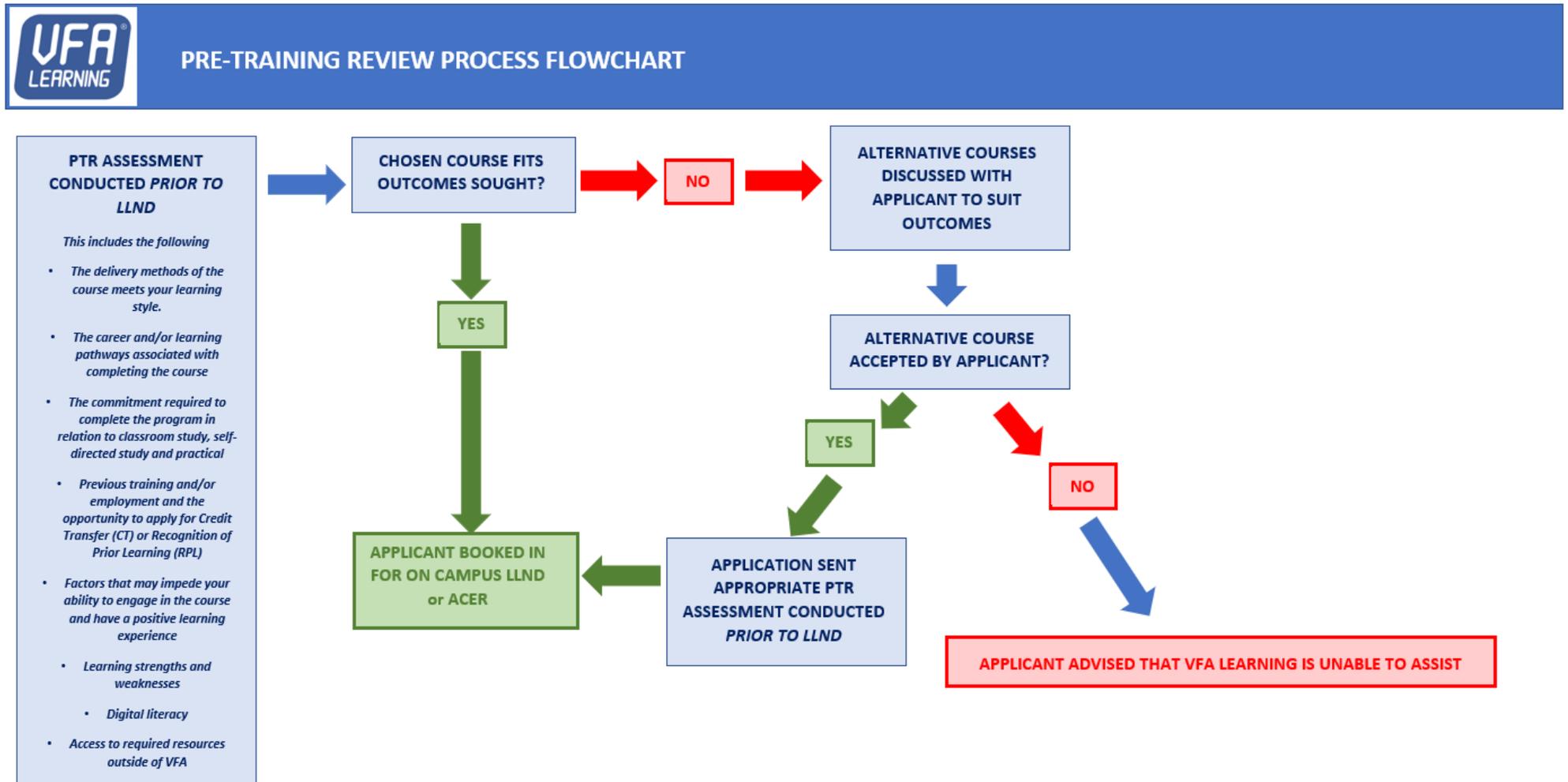
This may lead to, but not limited to:

1. Notice of Breach
2. Suspension part or all of the provision of Training Services
3. Withhold or suspend payment of any part of the Funds
4. Cancel out entitlement to any part or all of the Funds
5. Require us to refund such amount of the Funds previously paid. The amount will be \$200.00 per absent, incomplete or inadequate Pre-Training Review
6. Termination of Contract.

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## Pre-Training Review Process Flow Chart

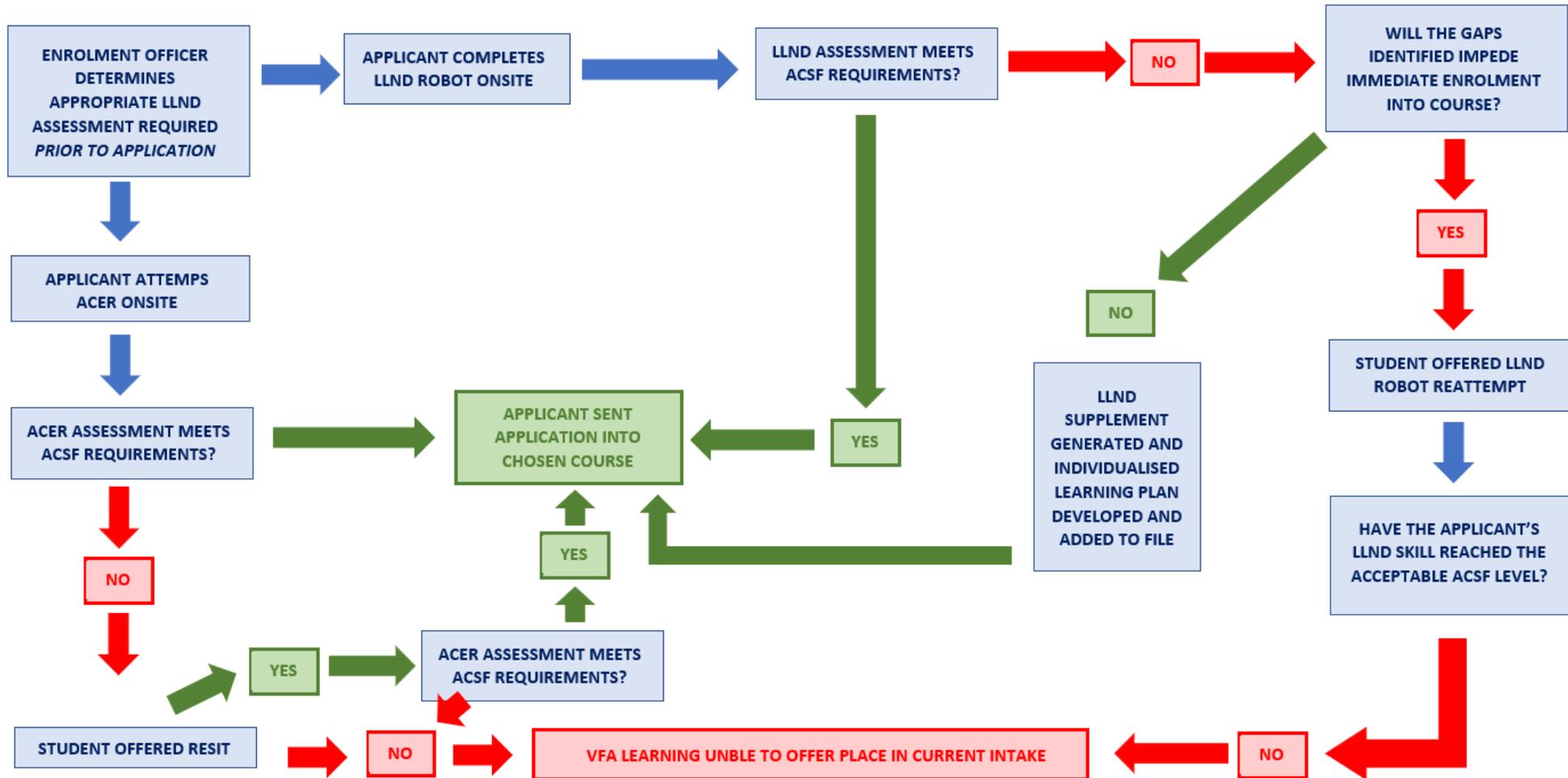


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Language Literacy Numeracy & Digital Literacy Process Flow Chart

## VFA LEARNING LANGUAGE LITERACY NUMERACY & DIGITAL LITERACY PROCESS FLOWCHART



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## 6. Responsibility

The Data, Quality and Compliance Manager is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

VFA Learning's Chief Executive Officer (CEO) has the overall responsibility for final approval and review of this policy.

Any complaints or breaches in relation to this policy should be reported to the Data, Quality and Compliance Manager in person or by email to: [privacy@vfalearning.vic.edu.au](mailto:privacy@vfalearning.vic.edu.au)

### Appeal

A prospective student may appeal against a decision made with respect to admission or enrolment process/outcome and the appeal must be lodged in writing according to VFA processes for appeals.

Students have the right to appeal any decision made by VFA's administration under this policy. Students must lodge their appeal within 20 days of the decision being made.

## 7. Review Date

12 months from the date of this version, or as required.

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## 8. Major Version History

Version Number	Date	Reason for change	Prepared By	Approved By
1	12.12.2023	New policy developed based on the Student Entry Policy and Procedure. Updated to reflect the 2024/2025 funding contract	Nicola Weber (Quality and Compliance Leader)	Emily Sicura (General Manager)
2	10.12.2024	Checked and no changes required	Nicola Weber (Quality and Compliance Leader)	Emily Sicura (General Manager)
3	13.3.2025	Section 6 amended to reflect change from General Manager to CEO as authorising representative and change of title for Compliance to Quality, Data and Compliance Manager	Nicola Weber (Quality, Data and Compliance Manager)	Rathini Sonnadara (CEO)
4	1.7.2025	Updated to reflect the revised ASQA Standards for RTOs 2025	Nicola Weber (Quality, Data and Compliance Manager)	Rathini Sonnadara (CEO)