

Name of the Policy	PP41 Pre-Training Review & LLN Policy and Procedure
Distribution:	All Staff and Students
Entity relating to	Stirling Institute of Australia Pty Ltd trading as Academy of Hypnotic Science Stirling Institute of Counselling Stirling Institute Stirling Institute of Hypnotherapy Stirling Institute of Business Stirling Institute of Children's Services
Reference to HESG:	Skills First Program- Clause 5, 6, 7.3, 10.3, 10.4 & 13.2 (b) 10.9 (e)(ii), Schedule 1 2017 Skills First Program Guidelines about Determining Student Eligibility and Supporting Evidence 2017 Skills First Program Guidelines about Apprenticeship/Traineeship Training Delivery Victorian VET Student Statistical Collection Guidelines
Reference to SRTOs 2015:	Standards for RTO's 2015 - Std 1- Clause 1.7, 4, 5
Related Documents:	Pre-Training Review & LLN Form Enrolment Form Statement of Fees Student Handbook Individual Learning Plan Form Training Plan Training and Assessment Strategy PP04 TAS Development Policy and Procedure PP07 Complaints and Appeals Policy and Procedure PP05 RPL & Credit Transfer Policy and Procedure Statement of VET Tuition Assurance
Statutory References	National Vocational Education and Training Regulator Act 2011
Legislative Context	Disability Discrimination Act 1992. Racial Discrimination Act 1975. Age Discrimination Act 2004. Sex and Age Discrimination Legislation Amendment Act 2011 – Proclamation. Commonwealth Privacy Act 1988 / Privacy Amendment (Private Sector) Act 2000 Student Identifier Act 2014, Student Identifiers Bill 2014 Health Records Act 2001 (VIC)

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1. Policy

This policy and procedure is in place to ensure that all applicants seeking entry into a nationally accredited course with Stirling Institute have the appropriate level of foundation/LLN skills in order to achieve the competencies of the vocational course.

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

“Under Schedule 1, Clause 5.1 of the State Government Contract specifies that:

For each Eligible Individual, the Training Provider must conduct a Pre-Training Review of current competencies including literacy and numeracy skills prior to enrolment in training.

The Pre-Training Review must:

- a) identify any competencies previously acquired (RPL, recognition of current competency (RCC) or credit transfer);
- b) ascertain a suitable, and the most suitable (as defined in the Quality Charter), qualification for that student to enrol in, based on the individual’s existing educational attainment, capabilities, aspirations and interests and with due consideration of the likely job outcomes from the development of new competencies and skills;
- c) ascertain that the proposed learning strategies and materials are appropriate for that individual (as defined in the Quality Charter);
- d) 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
- e) without limiting Clause 4.3, be carried out consistently with any applicable requirements in the Quality Charter.”

Under SRTOs 2015, the standards state that:

“The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.”

2. Purpose

The purpose of this procedure is to describe the process Stirling Institute undertakes to assess prospective students’ current competencies including literacy and numeracy skills prior to commencement of training 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 applicant is undertaking with Stirling Institute 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 Stirling Institute of Australia.

4. Definitions

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

Personal Information means 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.

Record means any 'document' within the meaning of the Evidence Act 2008 (Vic) that is produced or created by the Training Provider or any Training Provider Personnel, or is in or enters the possession of the Training Provider or any Training Provider Personnel, under or in the course of the Training Provider performing its obligations under this VET Funding Contract.

Subsidised student (funded fee student) means a student enrolled in a VET course for whom Stirling 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.

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

Statement of Fees means 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.

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.

LLN - language, literacy, 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.

Training Plan means the plan for the training and assessment to be delivered to an individual created by the Training Provider.

Recognition of prior learning (RPL) involves the assessment of previously unrecognised skills, and knowledge that an individual has achieved outside a formal education and training system. RPL assesses this unrecognised learning against the required learning outcomes of a subject taught and/or assessed by the RTO.

VET Funding Contract means this VET 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.

5. Requirements, Process & Procedures

- It is the requirement of Stirling Institute that any student enrolled in the scope of registration need to be deemed successful in order to gain a place into the course.
- Students will complete Pre-training review form which includes Language, Literacy & Numeracy.
- The purpose of the Pre-Training Review is to recommend the placement of the student into the course or qualification appropriate to their needs and that they can be anticipated to achieve success in. The placement is based on:
 - the student's performance across all macro-skills (learning, reading, writing, oral communication and numeracy,
 - the student's needs and goals,
 - the student's predicted learning pace.
- Students are requested to declare any learning disabilities/ language requirements as a part of the enrolment process. Once such requirements are identified, relevant staff is alerted to the students' requirements and remedial processes can be implemented.
- **Initial Stage:**
 - Student enquires about the course through website, walk in and through agents.
 - Course information is provided to the students through a info session where the students are introduced about the course & its outcomes along with an upcoming Pre-Training Review session.
 - Students are also informed to bring along with them the identification documents, previous certificate, statement of attainment, health/pension cards if any at the PTR session.
- **During the Pre-training Review Session:**
 - The Pre-Training Review is conducted with each student. During the Pre-Enrolment Interview, Stirling Institute staff will ensure the training product is appropriate to their needs. The following steps will take place:
 - RTO Delegate will explain the process of LLN assessment and encourage them to relax;
 - Make notes during the assessment, verbal skills can be assessed during the entire session;
 - Take note of students questioning etc. and their overall speech levels as this is an area of assessment verbal core skills and learning;
 - Give verbal instructions on how to fill in the forms and assessment items which you supply, encourage and assist as necessary.
 - The Stirling Institute staff conducts the Pre-Training Review for each student. This task encourages students to talk about their current skills and their expectation of the course. A Pre-Training Review ensures the training and assessment students are enrolling into take into consideration their current skill levels and current competency. The pre-training review will ensure the student:
 - i. Understands the objectives of the course they are undertaking;
 - ii. Explores the students' current competencies and provides them with the opportunity for these to be assessed through Recognition of Prior Learning (RPL) or Credit if you have achieved a unit/s in the past;
 - iii. Identifies the support the student may require to successfully undertake the course

- iv. Student enrolling in the course can also refer to the Student Handbook and the website for details of the additional support services available.
- During the PTR session, the course information is provided. Stirling Institute of Australia will provide to prospective students in print, current and accurate information that enables the student to make an informed decision about undertaking a training course. At a minimum, the information will contain:
 - a. Course overview including
 - b. Training and Assessment information, and related educational and support services provided by Stirling Institute of Australia;
 - c. The estimated duration;
 - d. The expected locations at which it will be provided;
 - e. The expected modes of delivery;
 - f. The support services available for the student;
 - g. Any work placement arrangements;
 - h. Current competency is discussed;
 - i. Fees, charges and concessions;
 - j. Any entry requirements required to enrol in the qualification
- Student's learning strategy is identified and RPL/CT is offered and all the required documents for application is collected and student is asked to fill up a Credit transfer form.
- During Pre-Training Review stage, if we identify that a student is still attending school and is under the age of 17 years old,
 - a. we would 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.
 - b. if the student has not yet completed Year 10, Stirling Institute will sight correspondence or a certificate signed by a Department Regional Director that exempts the student from school attendance and clearly identifies Stirling Institute and the training to be undertaken; and
 - c. if the student has completed Year 10, Stirling institute will sight either:
 - o 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
 - o 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).
- During the session, all the students required documents will be collected and approved RTO delegate will sight the originals, copy, and retain all copies of Skills First Program Eligibility form.

- **Assessing the Pre-training Reviews:**

- RTO Delegates ensure the student can complete the training course by identifying their Language Literacy and Numeracy (LLN) levels according to the ACSF.
- The Trainer/Assessor conducts an LLN Assessment with the student. allowing the Trainer to make a judgment on the students' core skills.
 - a. The LLN Assessment is administered following the procedure outlined in the LLN Assessment Tool.
 - b. The Trainer will explain the LLN assessment, this includes a one-to-one chat and time to complete the activities.
 - c. The student completes the LLN assessment.
 - d. The Trainer reviews the outcome of the assessment and if appropriate will develop an Individual Learning Plan.
 - e. If the students' performance indicates they are not operating at the required ACSF level to complete the proposed training successfully. The Trainer will recommend the student complete a Pre-level 1 LLN Bridging Course prior to enrolment.
- For students, enrolling Foundation Skills courses will be assessed by EAL trainer/assessor and the outcomes will be reported the department through SVTS.
- For Foundation Skills courses students will be reporting to the department of their skills on commencement & completion of the course.

- **Outcomes the Pre-training Reviews:**

- After the student has completed the PTR session & it has been assessed, the outcome of the session is informed to the student and the successful student is requested to attend enrolment session (at least 48 hrs. after PTR) prior to the enrolment.
- Through the Pre-Training Review process the trainer will identify the most appropriate course for the prospective student to undertake. The trainer will also determine if the proposed training and assessment strategies and materials are appropriate for that individual or if reasonable adjustments are required.
- Once the trainer identifies the LLN levels, an Individual Learning Plan can be created by the trainer to address the individual needs of the student who has been identified as having a learning difficulty.
- A Training Plan (Training Plan /Training Plan Trainees) will be developed and provided for each student.
- In addition, the trainer 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. The process for this is addressed separately in the Skills Recognition Procedure.

- **Record keeping**

- Stirling Institute 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 the Training Provider's compliance with this VET Funding Contract and the accuracy of the reports and claims for payment submitted under this VET Funding Contract.

- Stirling Institute 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(h)) for as long as those Records are required to be maintained under this VET Funding Contract.
- Stirling Institute will retain and not dispose of any Records until three years after the end of the Term.

6. Appeal

A 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 the processes for appeals as detailed in the Complaints and Appeals Policy and Procedure.

Students have the right to appeal any decision made by Stirling Institute's administration under this policy. Students must lodge their appeal within 14 days of the decision being made.

The affected parties will have access to Stirling Institute's Complaints and Appeals processes if they think that the decisions made by appropriate authorities are not just and fair in their opinion.

7. Responsibility

The Quality & Compliance Manager is to ensure all requirements of this Policy and Procedure are met.

All staff and clients adhere to Stirling Institute of Australia Policies and Procedures.

The Quality & Compliance Manager, with direct access to the Director, has the responsibility to ensure that Stirling Institute of Australia complies with all the statements and processes included in this document. They must also maintain these standards across all the areas of operation of Stirling Institute of Australia.

Any complaints or breaches in relation to this policy should be reported to the Directors in person or by email to: info@sia.edu.au

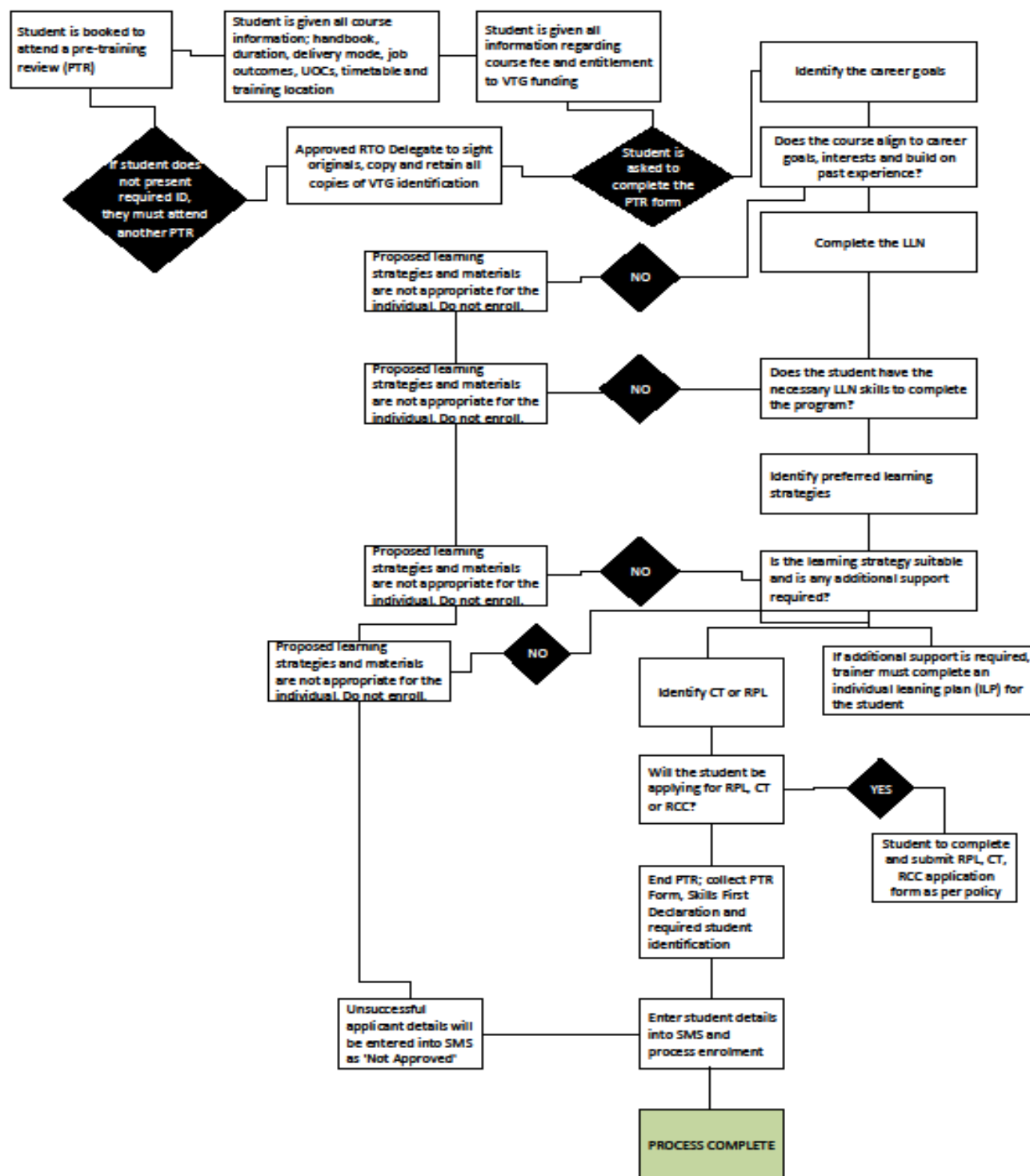
8. Review Date

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

9. Major Version History

Date	Reason for change	Prepared By	Approved By
Feb 2016	Mapped to Funding contract 2014-2016 & SRTOs 2015. Updated template	Quality & Compliance Manager	CEO
January 2017	Mapped to Skills First Program with the standards.	Quality & Compliance Manager	Directors

10. Flow Chart



PRE-TRAINING REVIEW & LANGUAGE, LITERACY & NUMERACY PROCESS