

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 <ul style="list-style-type: none"> • 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 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 Victorian VET Student Statistical Collection Guidelines Skills First Quality Charter Principle 4
Related Documents	PP03 Student Enrolment Policy and Procedure PP05 RPL & Credit Transfer Policy and Procedure PP07 Students Complaints, Grievance & Appeals Policy and Procedure Student Handbook Pre-Training Review & LLN Form PTR Process Flow chart Enrolment Form Statement of Fees Training Plan Training and Assessment Strategy including Gantt Chart
Statutory References	National Vocational Education and Training Regulator Act 2011 Standards for RTO's 2015 Clause 5.1 and 1.7
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 prospective students seeking entry into a nationally accredited course with Stirling Institute of Australia (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 prospective students 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 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 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 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 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.

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.

LLN - language, literacy, and numeracy.

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 the Stirling Institute 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 Stirling Institute.

Record refers to any 'document' within the meaning of the Evidence Act 2008 (Vic) that is produced or created by Stirling Institute or any Stirling Institute Personnel, or is in or enters the possession of Stirling Institute or any Stirling Institute Personnel, under or in the course of Stirling Institute 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 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.

Training Plan is the documented plan for the training and assessment to be delivered to an individual created by the Stirling Institute.

VET Funding Contract refers to the Skills First 2018-19 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 a course that is on its 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 which includes Language, Literacy & Numeracy 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 student's performance across all macro-skills (learning, reading, writing, oral communication and numeracy);
 - the student's needs and goals; and
 - 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 are alerted to the students' requirements and remedial processes can be implemented.

Initial Stage:

- a) Student enquires about the course through website, walk in and through authorised delegates.
- b) Course information is provided to prospective students via brochures, website and explicitly at the Pre-Enrolment Information Session where the students are introduced to the course, its outcomes and the industry sector
- c) Students are also informed to bring along with them the identification documents, previous certificates, statement of attainment, health/pension cards (if any) to the PTR session.

During the Pre-training Review Session:

- The Pre-Training Review is conducted with each prospective 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 prospective students questioning etc. and their overall speech levels as this is an area of assessment of verbal core skills and learning; and
 - Give verbal instructions on how to fill in the forms and assessment items supplied, encourage and assist as necessary.
- Stirling Institute staff conduct the Pre-Training Review for each prospective student. This task encourages individuals to talk about their current skills and expectation of the course. A Pre-Training Review ensures the training and assessment that the prospective students are enrolling into takes into consideration their current skill levels and current competency. The pre-training review will ensure the prospective student:
 - Understands the objectives of the course they are undertaking;
 - Explores the individuals current competencies and provides them with the opportunity for these to be assessed through Recognition of Prior Learning (RPL) or Credit Transfer if they have achieved a unit/s in the past;
 - Identifies the support the prospective student may require to successfully undertake the course; and
 - Can refer to the Student Handbook and the website for details of the additional support services available.
- During the PTR session, course information is provided. Stirling Institute 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:
- Course overview including:
 - Training and Assessment information, and related educational and support services provided by Stirling Institute;
 - The estimated duration;
 - The expected locations at which it will be provided;
 - 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.
- The prospective student's learning strategy is identified and RPL/CT is offered. All the required documents for RPL / CT application is collected and prospective student is asked to fill in a RPL / Credit transfer form.

- During the Pre-Training Review stage, if Stirling Institute 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, 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
 - if the student has completed Year 10, Stirling institute 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).

Assessing the Pre-training Reviews:

- Authorised RTO Delegates ensure the prospective student can complete the training course by identifying their Language Literacy and Numeracy (LLN) 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 Authorised RTO Delegate conducts an LLN Assessment with the prospective student and where the prospective student has difficulties completing the LLN Assessment or any issue is identified, a qualified trainer is requested to make a judgment on the individual's core skills.
- The LLN Assessment is administered following the procedure outlined in the LLN Assessment Tool.
- The Authorised RTO Delegate will explain the LLN assessment, this includes a one-to-one chat and time to complete the activities.
- The prospective student completes the LLN assessment.
- If the prospective student's performance indicates they are not operating at the required ACSF level to complete the proposed training successfully. The Trainer will recommend the prospective student complete a LLN Bridging Course prior to enrolment.
- For students enrolling in Foundation Skills courses, LLN assessment will be conducted by EAL trainer/assessor and the outcomes will be reported to the Department through SVTS.
- For Foundation Skills courses, Stirling Institute will be reporting to the Department of the student's LLN skills on commencement and completion of the course.

Outcomes the Pre-training Reviews:

- After the prospective student has completed the PTR session and it has been assessed, the prospective student is informed of the outcome of the session, and if successful, is requested to attend an enrolment session (at least 48 hours after PTR).
- Through the Pre-Training Review process the Authorised RTO Delegate will identify the most appropriate course for the prospective student to undertake. The Authorised RTO Delegate 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 Authorised RTO Delegate identifies the LLN 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 Authorised RTO Delegate 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 Stirling Institute’s compliance with the VET Funding Contract and the accuracy of the reports and claims for payment submitted under the 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) 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 of the Contract.

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 Students Complaints, Grievance & 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 20 days of the decision being made.

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

7. Responsibility

The Data and Training Managers are 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 and Compliance Manager, with direct access to the Director of Learning, 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 Director of Learning 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

Version Number	Date	Reason for change	Prepared By	Approved By
	Feb 2016	Mapped to Funding contract 2014-2016 & SRTOs 2015. Updated template	Quality & Compliance Manager	DIRECTOR OF LEARNING
	January 2017	Mapped to Skills First Program with the standards.	Quality & Compliance Manager	Directors
2018_v2.0	July 2018	Updated information, Corrected typos and errors	Quality & Compliance Manager	DIRECTOR OF LEARNING
3	September 2018	Updated and aligned to terminology used in supporting PP03 Student enrolment policy and procedure	Quality & Compliance Manager	DIRECTOR OF LEARNING

4	December 2018	Updated and aligned to current practice	Quality & Compliance Manager	DIRECTOR OF LEARNING
V5.0	May 2021	Updated reference to HESG Skills First Contract 2021, Schedule 1 Clause 4. Added schedule 1 clause 4 (4.4) under "Assessing the Pre-training Reviews".	Quality and Compliance Manager (GDS)	DIRECTOR OF LEARNING (DY)
V5.1	May 2022	Updated reference to HESG.	Quality and Compliance Manager (GDS)	DIRECTOR OF LEARNING (DY)
V5.2	January 2023	Updated reference to HESG. Reviewed roles	Quality and Compliance Manager (GDS)	Managing Director (DY)
V5.3	January 2024	Updated reference to HESG. Reviewed roles	Quality and Compliance Manager (GDS)	Director of Learning (DY)

10. Flow Chart

PRE-TRAINING REVIEW FLOWCHART

