

Victorian Pre-Training Review and LLN Policy and Procedure

1 Purpose and Scope

The purpose of this policy and procedure is to:

- a. Describe Melbourne Campus' process for assessing prospective learners' current competencies, including literacy and numeracy skills, prior to commencement of training
- b. Ensure that the training and assessment strategies are designed to meet individual needs
- c. Demonstrate that the individual has the appropriate level of [Language, Literacy and Numeracy \(LLN\)](#) skills to undertake the course.

This policy and procedure applies to all applicants, learners and staff at AIE's Melbourne Campus.

2 The Policy

Melbourne Campus must ensure that all applicants seeking entry into a nationally-accredited course have the appropriate level of LLN skills for the chosen course.

Melbourne Campus staff and applicants must ensure that informed decisions are made about the suitability and relevance of the course the applicant has chosen to undertake. Adequate support services must be available and provided to those in need.

This policy and procedure adheres to Sections 4.1–4.5 of the *2021 Standard VET Funding Contract – Skills First Program* (v3.0).

3 Implementation

The CEO is responsible for the approval of this policy after it has been drafted or reviewed by the Melbourne Campus Head of School/Deputy Head of School.

The policy is to be implemented via induction and training of staff and distribution via the AIE intranet and other publications as required.

4 Procedure/s

Melbourne Campus requires that any learner must successfully complete the [Pre-Training Review \(PTR\)](#) before being enrolled in any qualification on AIE's scope of registration. All prospective learners will complete a *Pre-Training Review Form*.

The purpose of the PTR is to recommend the placement of the learner into the course or qualification appropriate to their needs and suitability. The placement is based on the learner's performance across all macro-skills (learning, reading, writing, oral communication and numeracy), and the learner's needs, goals and aptitude.

4.1 Initial Stage

Learners may enquire about any course at AIE via:

- a. The AIE website
- b. Face-to-face enquiries on campus
- c. Marketing events or exhibitions
- d. VET-in-School programs.

Once a learner applies by filling in an application form, an interview session is booked for them through AIE's Marketing team.

Prospective learners receive course information via email and are invited to campus where they are given an initial suitability interview and asked to complete a *PTR Form*.

Prospective learners are also informed to bring their identification documents, any previous certificates, statements of attainment and any health or pension cards, if applicable. Prospective learners are also informed of any documentation they need to provide in order to access VET Student Loans, subject to eligibility.

4.2 During the Pre-Training Review Session

Each learner must undertake a PTR session. During the suitability interview, Melbourne Campus staff help the learner to identify which training product best suits their needs and suitability.

The PTR must be undertaken prior to a prospective learner enrolling in any course to allow the learner to make an informed decision about committing to the appropriate course. The PTR ensures that the learner:

- a. Understands the objectives of the course they are undertaking
- b. Explores the learners' current competencies and provides them with the opportunity for these to be assessed through RPL, RCC or through a credit transfer
- c. Is given the opportunity to inform AIE staff of any additional personal learning requirements.

All course information is provided during the PTR session. Melbourne Campus provide to prospective learners current and accurate information (AIE information booklet, in print) that enables the learner to make an informed decision about undertaking a training course with AIE. After the suitability interview and PTR session, Administration staff speak with the learner to provide further information, which includes but not limited to:

- d. Course overview
- e. Training and Assessment information, and related educational and support services provided by Melbourne Campus
- f. The estimated duration of the course
- g. Physical training locations
- h. The expected modes of delivery
- i. The support services available for the learner
- j. Fees, charges and concessions
- k. Any other information requested by the learner.

4.2.1 Interviewer Responsibilities

The interviewer conducts the interview session and checks the authenticity, sufficiency, quality and currency of the learner's portfolio to help determine the learner's ability to undertake the qualification. The portfolio is discussed during the verbal interview.

The interviewer explains the process of LLN assessment and various aspects of the course.

The interviewer makes notes during the interview, makes a determination and provides feedback to AIE about the learner's suitability. The interviewer's determination during the interview along with the LLN assessment contribute to the final outcome for the learner.

Once the interview is completed, Administration staff supply further information to the learner about the next steps towards enrolment.

4.2.2 RPL and Credit Transfer

As part of the standard process, any RPLs/credit transfers are identified and processed before course commencement. All of the documentation for RPL/credit transfers must be provided by the learner. In the case of VETiS learners, Melbourne Campus has internal checks to verify the units of competencies that have already been completed. Therefore, learners are not asked to supply evidence.

4.2.3 Prospective Learners Under 17 Years of Age

4.2.3.1 Not Yet Completed Year 10

If the prospective learner has not yet completed Year 10, AIE must sight and retain correspondence or a certificate signed by a Department of Education and Training Regional Director that exempts that individual from school attendance and either:

- a. Clearly identifies AIE and the training to be undertaken
- b. Clearly identifies the relevant employer where the learner is to undertake an apprenticeship or traineeship.

4.2.3.2 Completed Year 10

If the prospective learner has completed Year 10, AIE must either:

- a. Sight and retain a copy of the signed and completed endorsement page from the *Exemption From School Application Form* (an external document)
- b. Sight and retain correspondence or a certificate signed by a Department of Education and Training Regional Director that exempts that individual from school attendance.

In addition to the above, AIE must ensure that the documents mentioned above either:

- c. Clearly identifies AIE and the training to be undertaken
- d. Clearly identifies the relevant employer where the learner is to undertake an apprenticeship or traineeship.

4.2.3.3 Additional Requirements

If the learner is under 18, an email of assurance is required from parents to support the decision of the learner studying at AIE. The Deputy/Head of School also meets with the parents.

As part of the enrolment process, all of the learner's original documentation is collected and sighted by an approved AIE delegate and all copies are retained.

The customised version of the *Skills First Program Eligibility Form* is provided to learners. After due consideration and checking all relevant information, the learner is offered a [subsidised](#) place once the eligibility has been confirmed.

4.3 Assessing the Pre-Training Reviews

AIE ensures that the learner can undertake the training course by identifying their LLN levels according to the [Australian Core Skills Framework \(ACSF\)](#).

Administration staff send the LLN test to prospective learners, who are required to complete this test on site. They are required to achieve a minimum of ACSF Level 3 on the LLN test.

If a learner has completed their PTR and a substantial time has passed prior to the course commencement date, then a meeting with the learner must be held to discuss whether the learner's circumstances have changed during this time. The learner dates and signs a disclaimer as proof that the learner's circumstances have not changed. In circumstances where the learner is moving into their second year of study, the same applies.

4.3.1 Outcome of the Pre-Training Reviews

The learner is immediately informed of their LLN test results upon completing the test. If completion is successful, they are eligible to enrol and are requested to attend an enrolment session at a later date. A [Training Plan](#) will be developed and provided for each individual learner. If a learner provides a year 12 completion certificate, they are not required to complete an LLN test.

4.3.2 Record Keeping

Melbourne Campus implements and administers a record-keeping system that creates and maintains full and accurate [records](#) stored electronically for all training services provided. The Campus retains sufficient detail to allow the Department of Education and Training to determine AIE's compliance with the *VET Funding Contract* and the accuracy of its reports and claims for payment submitted under the *VET Funding Contract*.

Melbourne Campus maintains effective security and privacy measures to safeguard records from unauthorised access or use (including amendment of records) for as long as those records are required to be maintained under the *VET Funding Contract*.

Melbourne Campus retain and not dispose of any records and learner assessments until 3 years after completing or withdrawing from the unit of study/unit of competency.

4.4 Diploma Learners Enrolling into the Advance Diploma

Learners progressing from Diploma to Advanced Diploma are not required to undertake a new LLN test as the Diploma/Advanced Diploma is a two-year pathway program. The original LLN is uploaded on the learner's aXcelerate profile. As expressed in 4.3 above, those learners moving into their second years of study will complete the disclaimer.

5 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

The granting of status or credit to learners for modules (subjects) or units of competency completed at the same or another institution or training organisation. [^](#)

Language, Literacy and Numeracy (LLN)

The key communication skills that underpin both broader workplace skills and vocational learning skills. These skills include speaking, listening, reading, writing and using numbers. [^](#)

Pre-Training Review (PTR)

Formal process to check the course suitability for the student and level of digital literacy. [^](#)

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. [^](#)

Record

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. [^](#)

Skills First Program

The Victorian Government's program for funding individuals' Entitlement to Funded Training. [^](#)

Subsidised Learner (Funded Fee Learner)

A learner enrolled in a VET course for whom AIE receives funding from a state or territory in relation to the VET learner's enrolment in that VET course of study. [^](#)

Training Plan

A plan created by AIE for training and assessment to be delivered to an individual. [^](#)

6 Related Documents

The following documents are related to this policy:

- a. Determining Eligibility Strategy
- b. Enrolment Form
- c. Statement of Fees
- d. Learner Handbook
- e. Pre-Training Review Form
- f. Training and Assessment Strategy
- g. Training Plan.

The following legislation and standards are related to this policy:

- h. 2021 Guidelines About Eligibility: Skills First Program
- i. 2021 Guidelines About Fees: Skills First Program
- j. 2021 Standard VET Funding Contract: Skills First Program
- k. 2021 Victorian VET Student Statistical Collection Guidelines
- l. Skills First Quality Charter
- m. Standards for Registered Training Organisations (RTOs) 2015.

7 Review

This policy will be reviewed annually by Compliance manager with support from the Melbourne Deputy/Head of School.

8 Revision History

Version No.	Version Description	Contributor(s)	Approval Authority	Date Revised/ Approved
1.0	First version of document.	Linda Burrows (National Compliance Officer) Frank Farfalla (Deputy Head of School, Melbourne)	CEO	7 June 2019
1.1	Style and formatting update.	Nick Markesinis (Intranet Content Coordinator)	-	13 April 2021
1.2	Updates regarding pre-training review administration and assessment; reviewed and approved by Compliance Team; fully edited by ICC.	Laurie Costabile (Head of School, Melbourne) Linda Burrows (National Compliance Officer) Charlotte Pichelmann (National Compliance Administration Support) Nick Markesinis (Intranet Content Coordinator)		25 June 2021– 11 November 2021