



Purpose

Course Enrolment and Pre-Training Review determines whether applicants seeking to enter a program/course offered by ALACC, have the appropriate level of Language, Literacy and Numeracy (LLN) skills to achieve the program/course competencies. This Policy also ensures that staff and applicants make informed decisions about the suitability and relevance of the program/course the applicant has chosen to undertake with ALACC. Eligibility into the program/course is based on the completion of a Pre-Training Review (PTR) and an LLN Assessment to determine suitable education and training needs of the applicant.

Scope

This Policy applies to applicants, students, and staff at ALACC and is applicable to all qualifications on the ALACC scope of registration. Those applicants receiving VSL must meet the Pre-Training Review is to ensure it is compliant with Section 81 of the VSL Rules and legislation 2016.

Policy Provision

Subdivision B—Student entry Section 80 - Academic suitability

(1) An approved course provider's student entry procedure must specify that a student is academically suited to undertake a particular approved course if:

- (a) one of the requirements in subsection (2) is met in relation to the student; and
- (b) the student meets any other specified entry requirements for the course; and
- (c) the provider believes on reasonable grounds that the student is academically suited to undertake the course.

Note: The other specified entry requirements could include any prior education qualifications the provider considers are needed for a student to be academically suited to undertake the course.

The requirements provided for in subsection 80(2) include:

- (a) the provider obtains a copy of the student's Year 12 certificate (that is, an Australian Senior Secondary Certificate of Education); or
- (b) the student is assessed as displaying competence at or above Exit Level 3 in the Australian Core Skills Framework (as in force from time to time) in both reading and numeracy using an approved assessment tool described in section 82 and the provider reasonably believes that the student displays the competence; or



(c) the provider obtains a copy of the student's certificate of a Level 4 or above qualification in the Australian Qualifications Framework and the course for the qualification was delivered in English.

(2) For the purposes of paragraph (1)(a), the requirements are that;

(a) the provider obtains a copy of a Senior Secondary Certificate of Education that has been awarded to the student by an agency or authority of a State or Territory for the student's completion of year 12; or

(aa) the provider obtains a copy of a diploma that has been awarded to the student for the student's completion of the International Baccalaureate Diploma Programme; or

(b) both:

(i) the student is assessed as displaying competence at or above Exit Level 3 in the Australian Core Skills Framework in both reading and numeracy using an assessment tool approved under section 82; and

(ii) the provider reasonably believes that the student displays that competence; or

(c) both

(i) the provider obtains a copy of a certificate (however described) that the student has been awarded a qualification, either:

A. at level 4 or above in the Australian Qualifications Framework or at a level in a framework that preceded the Australian Qualifications Framework that is equivalent to level 4 or above in the Australian Qualifications Framework; or

B. that has been assessed by a Federal, State or Territory government agency which assesses overseas qualifications (or an organisation contracted by such an agency to undertake such assessments) as equivalent or comparable to a qualification referred to in sub-subparagraph (2)(c)(i)(A).

(ii) the course for the qualification was delivered in English.

81 Results of assessments of competence in reading and numeracy for the purposes of paragraph 80(2)(b)

This section provides that an approved course provider's student entry procedure must require the results of assessing a student's competence in reading and numeracy to be reported to the student as soon as practicable after the assessment and to the Secretary in the in the form, manner and by the time requested by the Secretary.



An approved course provider's student entry procedure must specify that the results of assessing a student's competence in reading and numeracy under the procedure must be reported:

- (a) to the student as soon as practicable after the assessment; and
- (b) to the Secretary in the form, manner and by the time requested by the Secretary.

82 Assessment of competence in reading and numeracy for the purposes of paragraph 80(2)(b)

This section provides for the way in which an approved course provider's student entry procedure must deal with the process by which a student's level of competence in reading and numeracy may be assessed for the purposes of paragraph 80(2)(b) of these Rules.

- (1) An approved course provider's student entry procedure must:
 - (a) describe the process (including the tools) for validly and reliably assessing a student's competence in reading and numeracy against the Australian Core Skills Framework; and
 - (b) specify as a tool to be used as part of that process a tool that is approved by the Secretary under this section and published on the Department's website; and
 - (c) require that process to be conducted with honesty and integrity.
- (2) The Secretary may, on application by an approved course provider or a Commonwealth, State or Territory government agency, approve a tool for assessing a student's competence in reading and numeracy if the Secretary is satisfied that:
 - (a) the tool is a valid, reliable, fair, and well-constructed way of assessing whether that competence is at or above Exit Level 3 in the Australian Core Skills Framework; and
 - (b) the tool has been appropriately verified and evaluated using evidence-based assessment.
- (3) In approving a tool under subsection (2), the Secretary must have regard to a document that is published on the Department's website and sets out:
 - (a) criteria for approval of tools for testing competence in reading and numeracy against the Australian Core Skills Framework; and
 - (b) measures for quality assurance of such tools.

Note: A person or body verifying and evaluating a tool as described in paragraph (2)(b) will also need to have regard to this document.

- (4) The Secretary must, as soon as practicable after making a decision under subsection 82(2), give the applicant written notice of the decision.
- (5) The following are taken to have been approved under subsection (2) of this section:



(a) Core Skills Profile for Adults as mentioned in subparagraph 38(1)(b)(i) of the Higher Education Support (VET) Guideline 2015;

(b) a tool for assessing a student's competence in reading a numeracy that is approved under subsection 38(2) of the Higher Education Support (VET) Guideline 2015.

83 Review of Secretary's decision

(1) If the Secretary decides not to approve a tool for assessing a student's competence in reading and numeracy, the notice to the applicant must set out:

(a) the reasons for the decision; and

(b) a statement that the applicant may apply to have the decision reviewed:

(i) if the reviewable decision was made by a delegate of the Secretary—by the Secretary; or

(ii) if the reviewable decision was made by the Secretary personally—by the Administrative Appeals Tribunal.

(2) If the decision (the original decision) was made by a delegate of the Secretary, the application to the Secretary must be made:

(a) in a form approved by the Secretary; and

(b) within 30 days after the day on which the written notice of the original decision was given to the applicant, or within such further period as the Secretary allows.

(3) The Secretary must:

(a) review the original decision; and

(c) if the Secretary revokes the original decision—make such other decision as the Secretary thinks appropriate.

(4) The review must be done by:

(a) a delegate of the Secretary who holds a position that is higher than the position held by the delegate who made the original decision; or

(b) the Secretary personally.

(5) The decision on review of the original decision has effect as if it were made under subsection 82(2).

(6) The Secretary must, within 30 days after the decision on review is made, give a written notice to the applicant that includes:

(a) details of the decision on review; and

(b) the reasons for the decision on review; and



(c) a statement that the applicant may apply to have the decision on review reviewed by the Administrative Appeals Tribunal.

(7) Applications may be made to the Administrative Appeals Tribunal for review of:

- (a) decisions on review made under subsection (3); or
- (b) original decisions made by the Secretary personally.

Subdivision C—Course enrolment - 84 Equal and fair treatment of students seeking to enrol

(1) An approved course provider's processes and procedures must provide for equal and fair treatment of all students seeking to enrol in an approved course.

(2) An approved course provider must have open, fair and transparent procedures that the provider reasonably believes are based on merit for making decisions about:

- (a) the selection of students seeking to enrol in approved courses; and
- (b) the treatment of such students.

This does not limit subsection (1).

(3) Subsection (2) does not prevent the procedures from allowing the approved course provider to take into account that a student may be enrolled in an approved course in accordance with an arrangement that:

- (a) was entered into between the provider and an employer or industry body; and
- (b) limits or restricts enrolments in some or all of the places in the course

Pre-Training Review (PTR) of the applicant's current competencies. The PTR will:

- Identify any competencies previously acquired; namely, Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC), and Credit Transfer (CT).
- Ascertain the most suitable Program/Course and /or Qualification for the applicant to enrol in, including consideration of the likely employment outcomes from the development of new competencies and skills; and
- Ensure that the proposed learning strategies and materials are appropriate for the applicant.

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: The Australian Quality Framework (AQF) define credit as: *The value assigned for the recognition of equivalence in content and learning outcomes between different types of learning*



and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

LLN Assessment: Assessment of Language, literacy and numeracy for the purpose of identifying the level of LLN and provide any support if required.

Pre-Training Review (PTR): The process of determining suitability and relevance of the program/course based on the individual's LLN skills, current competencies, existing educational attainment, capabilities, aspirations, and interests and with due consideration of the likely job outcomes from the development of new competencies and skills.

Recognition of prior learning (RPL): The AQF define RPL as the: *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 transfer.*

Procedure

The procedure is outlined below.

- ALACC administration provides applicants with Pre-Training Review documentation to ensure it is compliant with Section 81 of the VSL Rules.
- Applicants submits Pre-Training Review documentation, including evidence of IELTS or RPL.
- The Educator/Training/Assessor conducts a Pre-Training Review and an LLN Assessment. Preferably undertaking on the same day for the student.
- The Educator/Trainer/Assessor will consider existing educational attainment, capabilities, aspirations and interests and the employment and career goals of the applicant when ascertaining the suitability of the chosen program/course.
- The Educator/Trainer/Assessor will identify any competencies previously acquired (Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) or Credit Transfer).
- Based on the LLN Assessment, the Educator/Trainer/Assessor will provide a Pre-Training Report that identifies:
 - The suitability of the program/course for the applicant considering previous study and work experience.
 - That the proposed learning strategies and resources are appropriate for the applicant
 - The individual's digital capacity, including access to necessary technology
 - The required LLN skill levels necessary to complete the program/course
 - The pre-requisite LLN skills required to enable the applicant to complete the program/course.
- The Educator/Trainer/Assessor will develop an Individual Learning Plan for those students who have been identified as having a learning difficulty. A Training Plan will also be developed and provided for each student.



- Student is advised of the Pre-Training Review and the LNN Assessment. Enrolment into the program/course is formalised or is not recommended.

Subdivision D—Information relating to applications for VET student loans

Section 85 – Processes and procedures for information relating to applications for VET student loans

Subsection 85(1) requires an approved course provider to have processes and procedures relating to the collection and verification of information for the purposes of, or in relation to, applications by students for VET student loans.

Subsection 85(2) provides that the processes and procedures must require the collection and verification of the following information and documents:

- information about the student's identity and date of birth;
- if the student is under 18, information that one of the signatories to the application is a responsible parent of the student or that the student has received youth allowance on the basis the student is independent;
- those relevant to establishing that the student meets the citizenship and residency requirements specified in section 11 of the Act; and
- a certificate from the Commissioner that the student has applied for a tax file number, if the student has not yet been issued with a number.

This section is particularly relevant to subsection 17(6) of the Act which provides it is a civil penalty if a provider collects information for the purposes of a student application and the provider gives the Secretary information and the information omits a material particular or is incorrect in a material particular. This means that approved course providers will need to verify information they collect from students for their loan applications.

Roles and Responsibilities

The Educator/Training Manager, with direct access to the CEO, has the responsibility to ensure that ALACC complies with all the statements and processes included in this document.

Acts/Legislation/Guidelines

- VET Student Loans Act 2016
- VSL Act 2016 Section 81 VSL Rules
- [Privacy Act 1988](#)
- [ASQA Standards for Registered Training Organisations \(RTOs\) 2015](#)
- [The VET Quality Framework](#)

Supporting Documents /Related Policies

- VSL Student booklet
- Access and Equity policy
- Anti-Discrimination policy



- LLN form
- Australian Core Skills Framework (ACSF)
- Student Enrolment Form
- Student Support Services Policy and Procedure
- Student Handbook
- Credit Transfer (CT) and Recognition of Prior Learning (RPL) Policy
- Student Selection and Enrolment policy

Record Keeping/Evidence

All records of the Pre-Training Review and the LNN Assessment will be kept secured in the student files.

Non-Compliance

Any breach of the *Pre-Training Review Policy and Procedure* must be reported in accordance with the Complaints and Appeals Policy and Procedure. If no complaint is lodged, but ALACC becomes aware of a possible breach, the CEO/Director of Studies will ensure that the matter is properly investigated and resolved.

Policy:	VSL Student Course Enrolment including LLN and PTR
Policy owner:	CEO / Director of Studies
Reviewed by:	Compliance Team
Approval authority:	Dr Janet Lawrence, D.Ed., FACN CEO/Director of Studies
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