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PP257 PRE-TRAINING REVIEW (PTR) POLICY AND PROCEDURE

PURPOSE
This policy and procedure is designed to ensure that all applicants looking for enrolment into a course with SCEI have the appropriate level of foundation/LLND skills according to Regulatory and SCEI entry procedure and other relevant requirements set out in each course's pre entry requirement in order to achieve the competencies of the vocational course. This policy also ensures that the staff and applicants make informed decisions about *suitability and relevance* of the course the applicant is undertaking with SCEI and ensure adequate support services are available to those in need.

SCOPE
This policy and procedure applies to all applicants including Commonwealth and State (Victoria and South Australia) subsidised courses.

DEFINITIONS	
Australian Core Skills Framework (ACSF)	A tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners to assess an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.
LLND Assessment	Assessment of Language, Literacy, Numeracy and Digital Capability for the purpose of identifying the level of LLND and provide any support if required. Digital Capability refers to applicant's basic skills on computer and technology.
Pre -Training Review (PTR)	The process undertaken between the Training Provider and a prospective student to determine the suitability and relevance of the course based on the individual's current LLND 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)	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 SCEI
SCEI	Southern Cross Education Institute
Statement of Covered Fees	Detailed information for each prospective student, which sets out fee and other information required by the National RTO Standards and Guidelines about Fees.
Suitability and Relevance	The quality of being right or appropriate for a particular person, purpose, or situation as well as the experience that are either directly applicable to the personal aspirations, interests, or cultural experiences of students (*personal relevance*) or that are connected in some way to real-world issues, problems, and contexts (*life relevance*).
Student	Active, on-campus student with a current course of enrolment with Southern Cross Education Institute
Subsidised student (funded fee student)	Subsidised student (funded fee student) means a student enrolled in a VET course for whom SCEI Training 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.

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Effective Date: January 2019

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RTO Provider Number: 121952

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POLICY

1.   Introduction

Pre - training review is conducted for all students enrolling in SCEI (including applicants for government subsidised Courses) to capture their current competencies including Language, Literacy, Numeracy and Digital Capability. The outcome is recorded for development of individualised, or reasonably adjusted (without jeopardising the integrity of the course) training plan.

Pre – Training Review is also instrumental to the staff and applicant to make informed decisions about the suitability and relevance of the course the applicant is undertaking.

2.   General

2.1.   SCEI conducts a Pre-Training Review to determine the current competencies including foundation skills required for successful completion of the selected course.

2.2.   SCEI also conducts a pre-training review to assess whether the applicant is enrolling in the most suitable and relevant course.

2.3.   All applicants for courses offered by SCEI are expected to undergo a LLND / entrance / pre-training / foundation skills assessment review prior to enrolment in training.

2.4.   When the relevant staff / panel / assessor have announced their recommendations for required ACSF levels for courses and their comments of suitability and relevance, SCEI will ensure adequate support services are available to those in need.

2.5.   SCEI's Pre-training review consists of:

2.5.1. Course Information Session

2.5.2. LLND / entrance / pre-training / foundation skills assessment test

2.5.3. PTR Informal Interview

2.5.4. Adjustment of the Training Plan / Individual Learning Plan as per the result

3.   Determination of the minimum foundation skills required to successfully complete the training program

3.1.   Requirements for the minimum foundation skills are gathered mainly from four sources:

3.1.1. Applicant's own assessment and interview input

3.1.2. Training packages / Accredited curriculum requirements

3.1.3. Industry consultation and

3.1.4. Trainer and Assessor input

PROCEDURE

1. General

1.1.   SCEI will make student placement based on the student's performance in LLND review and the student's needs and goals,

1.2.   The information will be gathered through the Enrolment Application Form and Pre-Training Review Form / Interview which will be given to students as per requirements

1.3.   Subject to the applicants' course, (international students, VET Loan etc. Nursing, Community Service) Pre-Training Review could be done through the Enrolment Application Form or informal interview only.

1.4.   SCEI commences the application process well in advance to allow ample time to assess the foundation / LLND skills required for the selected course.

1.5.   Appropriate LLND assessments are administered by SCEI Course Coordinators and LLND Specialists.

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2. Steps of the PTR Process

2.1. Initial Stage

    2.1.1. Applicants enquire about the course through website, walk in and through agents.

    2.1.2. Course information is provided to prospective students via brochures, website and explicitly at the Pre-Enrolment Communication (including telephone, face to face) where the students are introduced to the course, its outcomes and the industry sector.

3. During the Pre -Training Review Session:

3.1. The Pre -Training Review is conducted with each prospective student. During the Pre-Enrolment Interview, SCEI staff will ensure the training product is appropriate to their needs. The following steps will take place:

    3.1.1. SCEI Business Development Officer / Staff will explain the process of LLND assessment

    3.1.2. Verbal skills can be assessed during the communication;

    3.1.3. SCEI staff will 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

    3.1.4. Give verbal instructions on how to fill in the forms and assessment items supplied, encourage and assist as necessary.

3.2. SCEI conduct Pre -Training Review for each prospective student to:

    3.2.1. Encourage individuals to talk about their current skills and expectation of the course

    3.2.2. Ensure the training and assessment that the prospective students are enrolling into takes into consideration their current skill levels and current competency.

    3.2.3. The pre-training review will ensure the prospective student:

        3.2.3.1. Understands the objectives of the course they are undertaking;

        3.2.3.2. 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;

        3.2.3.3. Identifies the support the prospective student may require to successfully undertake the course; and

        3.2.3.4. Refer the student to the Student Handbook and the website for details of the additional support services available.

3.3. During the PTR session, course information is provided. SCEI will provide to prospective students in print (where it is possible) or by email or through the website guides, 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:

    3.3.1. Course overview includes:

        3.3.1.1. Training and Assessment information, and related educational and support services provided by SCEI

        3.3.1.2. The estimated duration;

        3.3.1.3. The expected locations at which it will be provided;

        3.3.1.4. The expected modes of delivery;

        3.3.1.5. The method of delivery and the placement requirements;

        3.3.1.6. The support services available for the student;

        3.3.1.7. Any work placement arrangements;

        3.3.1.8. Current competency is discussed;

        3.3.1.9. Fees, charges and concessions; and

        3.3.1.10. Any entry requirements required to enrol in the qualification.

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4. Assessing the Pre-Training Review:

4.1. SCEI staff ensure the prospective student can complete the training course by identifying their Language Literacy, Numeracy and Digital Competency levels (LLND) according to the ACSF.

4.2. SCEI staff conducts an LLND Assessment with the prospective student 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.

4.3. The LLND Assessment is administered following the procedure outlined in the LLND Assessment Tool.

4.4. SCEI Staff will explain the LLND assessment, this includes a one-to-one chat and time to complete the activities.

4.5. The prospective student completes the LLND assessment.

4.6. If the prospective students' performance indicates they are not operating at the required ACSF level to complete the proposed training successfully, the Staff will recommend the prospective student complete a LLND Bridging Course prior to enrolment.

4.7. For students enrolling in Foundation Skills courses, LLND assessment will be conducted by an English trainer and assessor and the outcomes will be reported to the relevant departments.

4.8. For Foundation Skills courses, SCEI will be reporting to the relevant legislative Department of the students LLND skills on commencement and completion of the course.

5. Outcomes of the Pre-Training Review:

5.1. 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 the next step.

6. Through the Pre-Training Review process, SCEI will identify the most appropriate course for the prospective student to undertake. SCEI will also determine if the proposed training and assessment strategies and materials are appropriate for that individual or if reasonable adjustments are required.

7. Once SCEI 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.

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

9. In addition, SCEI will 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 RPL Policy and Procedure.

10. Providing Adequate Support

After carefully assessing whether the course is suitable and relevant for the applicant considering the applicants previous study and work experience SCEI will outline the adequate support to be provided to the applicant as per their pre - training review findings.

10.1. Students will be briefed verbally or when possible provided with a copy of the review to enable the student to make an informed decision about undertaking a training course.

10.2. Once the student is placed on the right course they will be provided with adequate support.

10.3. SCEI will make a reasonable adjustment in the teaching and assessment tools and use of teaching strategies to respond to the student's learning support needs;

10.4. Provision of Open Access Learning Support will be provided by trainer and assessors to students

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10.5. A support class day to be offered across campuses on a drop-in and appointment basis;

10.6. Provision of resources for the development of LLND skills provided to Trainer and Assessors and students including the usage of Library, Computer Lab, language videos and books.

10.7. Embedded LLND Support planned, delivered and assessed by LLND specialist teaching staff in collaboration with students' trainers and assessors.

11. Record keeping

11.1. SCEI 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 SCEI"s compliance with the VET Funding Contract and the accuracy of the reports and claims for payment submitted under the VET Funding Contract.

11.2. SCEI 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.

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

12. Appeal

12.1 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.

12.2 Students have the right to appeal any decision made by SCEI under this policy. Students must lodge their appeal
within 20 days of the decision being made. The affected parties will have access to SCEI Students Complaints, Grievance & Appeals processes if they think that the decisions made by appropriate authorities are not just and fair in their opinion.

13. Responsibility

13.1. The Staff and especially the Marketing / Admin / Training Managers are to ensure all requirements of this Policy and Procedure are met.

13.2. All staff and partners must adhere to SCEI's Policies and Procedures. The Compliance Manager, with the CEO, has the responsibility to ensure that SCEI complies with all the statements and processes included in this document.

13.3. They must also maintain these standards across all the areas of operation of SCEI.

13.4. Any complaints or breaches in relation to this policy should be reported to the CEO in person or by email via: info@scei.edu.au

RELATED DOCUMENTS
PP02 Assessing Students Qualifications, Experience and English Proficiency Policy and Procedure
PP04 Enrolment Process Policy and Procedure
PP11 Complaints and Appeals Policy and Procedure
PP15 Course Credit Policy and Procedure
PP45 VET Student Loans Student Review Policy and Procedure
PP86 Language, Literacy and Numeracy Policy and Procedure

LEGISLATIVE CONTEXT
National Code of Practice for Providers of Education and Training to Overseas Students 2018
VET Student Loans Act 2016

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RTO Standard 2015

RESPONSIBILITIES

Chief Executive Officer, Campus and Training Managers
- Responsible for overseeing the implementation and compliance with this policy and to ensure that staff and students are aware of its application and implement its requirements.

Student Welfare Officers
- Responsible for implementing this policy and procedure

Business Development Officer
- Responsible for implementing the policy and procedure during application and enrolment

Administration Officer
- Responsible for abiding by this policy and procedure

Students
- Responsible for abiding by this policy and procedure

Author	Compliance Manager
Approved by	Chief Executive Officer
Effective date	10 January 2019
Version	V1.1
Review date	January 2021

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