

# TAFE Course Admissions and Pre-Training Review Procedure

## Section 1 - Purpose / Objectives

(1) This procedure outlines the responsibility for and processes, involved in. informing prospective students about courses and VET course admissions requirements; and the Pre-training Review.

## Section 2 - Scope / Application

(2) This procedure applies to all Vocational Education and Training (VET) course delivery in the Victoria University Institute of Technology (VUIT).

## Section 3 - Definitions

(3) Refer to relevant definitions provided within the [National Standards for Registered Training Organisations \(2015\)](#) .

(4) Pre-Training Review includes a documented review of -

- a. the sufficiency of information provided to the prospective student to ensure s/he can make an informed decision about future enrolment (prior to enrolment);
- b. the appropriateness of the course and AQF level for the individual student (prior to enrolment);
- c. the student's prior learning, skills and experience that may result in Recognition of Prior Learning (RPL) or Credit Transfer (CT) in their chosen course (prior to enrolment);
- d. the student's language, literacy and numeracy skills for the purpose of determining future support needs (before or after enrolment but before training commencement).

## Section 4 - Policy Statement

(5) [Admissions Policy](#)

## Section 5 - Procedures

### Part A - Roles and Responsibilities

Roles	Responsibilities
Managers / Directors	1. Standard text utilised to describe course admission requirements and course information on all marketing materials. 2. Course costings approved. 3. Variances to standard text or additional selection requirements documented and approved.
Marketing	1. All published course information complies with regulatory bodies requirements. 2. Approved course information published on web, flyers, etc.

Roles	Responsibilities
Course Coordinators / Selection Officers	1. Individual or group information sessions scheduled, promoted and conducted. 2. Assess applications against admission requirements and retain documented evidence of applicants' applications and decision making process. 3. Successful applicants to undergo Pre-Enrolment Review (may or may not include LLN assessment at this point). 4. Students encouraged to apply for Credit Transfer and RPL prior to course commencement. 5. Credit Transfer claims processed at enrolment and RPL applications assessed and processed within one week of receipt of completed application. 6. LLN Assessment undertaken to assess individual learning support needs prior to training commencement. 7. Results of individual and group LLN assessments provided to Manager and designated LLN Support Teachers. 8. Results of LLN assessment to be reviewed against ACSF standards required for successful course completion as documented in TAS and appropriate support plans determined. (Refer to TAFE Student Learning Support Procedure). 9. Student Orientation to be timetabled, and scheduled to occur prior to training commencement. (See TAFE Student Orientation Procedure). 10. Individual or Group Training Plans to be signed by students and Teacher/Manager within four weeks of course commencement, copy retained by student and original on file. 11. Individual / Group Training Plans updated in line with delivery, assessment and enrolment changes.
Foundation Skills Programs	1. Pre-enrolment assessment conducted in line with Foundation Skills Course Placement procedure.
Authorised Enrolment Officers	1. Students enrolled. 2. CT processed.

## Part B - Overview

(6) Victoria University — through Victoria University Institute of Technology (VUIT) — offers a broad range of Vocational Education and Training (VET) courses designed to provide vocational skills and pathways to employment options and/or higher education.

(7) The aim of the VUIT Course Admissions and Pre-Training Review Procedure is to provide clear guidance to staff about the processes, documentation and communication in relation to:

- a. informing prospective students about courses and VET course admissions requirements; and
- b. the Pre-Training Review.

(8) It is a requirement for VU's registration as a Registered Training Organisation to be compliant with Standard 5: Each Learner is properly informed and protected, Standards for Registered Training Organisations (RTOs) 2015. This procedure is designed to meet the requirements of Standard 5, in particular Clause 5.1 that states: 'Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies.'

(9) The requirements for RTOs to provide current and accurate information that enables learners to make informed decisions about undertaking training with the RTO, information about fees and charges to agreed services are outlined in Clauses 5.2 to 5.4 of Standard 5.

(10) The requirement to provide accurate and accessible information about VU's services and performance to inform prospective and current students and clients is outlined in Standard 4 of the Standards for Registered Training Organisations (RTOs) 2015. Clause 4.1 mandates that RTO's information published is both accurate and factual and covers use of RTO code, use of Nationally Recognised Training logo, publishing code and full title of training product, etc.

(11) In addition to the two standards highlighted above, the 2014—2016 VET Funding Contract (Dual Sector), Victorian Training Guarantee Program mandates in Schedule 1, Section 4.6 that the RTO must conduct a Pre-Training Review for each eligible individual that:

- a. identifies any competencies previously acquired (eg RPL or credit transfer);
- b. ascertains the most appropriate qualification for that individual to enrol in, including likely job outcomes;
- c. and ascertains the proposed learning strategies.

(12) Sections 4.7 and 4.8 of Schedule 1 of the 2014-2016 VET Funding Contract outline the requirement for RTOs to have clear and documented processes for conducting the pre-training review that demonstrates how the RTO determined which qualification/s a student is enrolled in and why it is the most appropriate for that student. This documentation must be made available to the Department of Education and Training for audit or review purposes. Section 4.9 of Schedule 1 directs that RTOs must not enrol an eligible individual in a course or qualification that is at an inappropriate level, eg a course on the Foundation Skills list that would not provide additional, relevant competencies.

## **Part C - Procedure**

(13) Standard text (refer to TAFE Marketing Materials Procedure) to be utilised to describe course admission requirements and course information on all marketing materials.

(14) Variances to standard text or additional course selection criteria must be documented and approved by the relevant VUIT Director.

(15) All published course information must conform with regulatory bodies specific requirements.

(16) Manager must approve all promotional materials, including course guide, VU website, brochures or course flyers, presentations and handouts at course information sessions etc.

(17) Managers are responsible for documenting course admission requirements according to standard text provided in the attachment to this procedure.

(18) Course costings must be developed by the Manager and forwarded to the relevant VUIT Director for approval, prior to advertising the course.

(19) Approved course information published on web, flyers, etc.

(20) Individual or group course information sessions scheduled, promoted and conducted.

(21) For Foundation Skills Programs, pre-enrolment assessment must be conducted in line with -

- a. Foundation Skills Course Placement procedure for EAL, CGEA, Mumgu Dhal, Work Education and Transition Education courses as primary course.
- b. Learning Support Procedure for LNSUPPORT programs developed to provide LLN support for identified individuals and groups.

(22) Course applications must be assessed against admission requirements and the applications, as well as documented evidence of selection processes to be retained in the department.

(23) Pre-Enrolment Review form to be completed by all prospective non foundation skills students, prior to enrolment.

(24) Credit Transfer claims processed with course enrolment.

(25) RPL process commences prior to enrolment. Students are enrolled in proposed RPL units after initial interview has been conducted and the RPL pathway confirmed.

(26) Students enrolled.

(27) LLN Assessment for non-Foundation Skills students to be undertaken prior to training commencement. This assessment is to assist in identifying individual learning support needs.

(28) Results of individual and group LLN assessments provided to Manager and designated LLN Support Teachers. For individuals identified as requiring additional learning support, an individual support plan is to be developed in conjunction with the student, as per requirements specified in the TAFE Learning Support Procedure.

(29) Individual or Group Training Plans produced and signed by students and Teacher/Manager within four weeks of course commencement, copy retained by student and original on file.

(30) Training Plan updated in line with delivery, assessment and enrolment changes.

## **Section 6 - Guidelines**

(31) Nil

## **Section 7 - References**

(32) [Standards for Registered Training Organisations, 2015](#) .

(33) [Department of Education 2014-2016 Funding Contract](#) .

(34) [Guidelines for TAFE Course Admission and Pre-Training Review Procedure](#) .

(35) [TAFE Student Pre-Enrolment Review Form Procedure](#) .

## Status and Details

<b>Status</b>	Historic
<b>Effective Date</b>	13th July 2015
<b>Review Date</b>	13th March 2018
<b>Approval Authority</b>	Vice-Chancellor
<b>Approval Date</b>	9th July 2015
<b>Expiry Date</b>	28th March 2018
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