Admissions - Course Admissions and Pre-Training Review Procedure (VET)

Section 1 - Summary

(1) This Procedure provides 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.

Section 2 - Scope

(2) This Procedure applies to all Vocational Education and Training (VET) course delivery primarily but not limited to Victoria University (VU) TAFE.

(3) This Procedure does not apply to international applicants.

Section 3 - Policy/Regulation

(4) See Admissions Policy.

Section 4 - Procedures

Part A - Summary of Roles and Responsibilities

Roles	Responsibilities
Managers / Executive Directors	1. Ensure accurate course admission requirements are documented in the Course Approvals Management System (CAMS). 2. Document course information for inclusion on all marketing materials. 3. Review and approve all course information prior to final check by Marketing. 4. Document and approve changes to standard text or additional selection requirements. 5. Develop, review and approve course costings prior to advertising. 6. Determine required ACSF Exit level for courses.
Marketing	1. Ensure all published course information complies with regulatory bodies' requirements. 2. Check and approve course information published on the website and all other marketing collateral.

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Roles	Responsibilities
Administration and Governance	1. Maintain course entry requirements in CAMS. 2. Provide course entry requirements to Business Support and Reporting team for configuration in the Student Management System (SMS). 3. Assist in scheduling and promotion of individual and/or group information sessions and/or approved selection activities. 4. Maintain Fee Statements with accurate information to ensure learners are fully informed prior to enrolment. 5. Publish fee schedule on University Website. 6. Maintain information on My Skills and ACIR (Australian Course Information Register). 7. Review applications received to ensure all information has been provided by the applicant. 8. Assess an individual for Skills First eligibility. 9. Release offers following assessment of application by Selection Officer.
Managers / Course Coordinators / TAFE Selection Officers	1. Schedule, promote and conduct individual and/or group information sessions and/or approved selection activities.
TAFE Selection Officers (Teachers and Managers)	1. Assess application (including student PTR, LN test results and course-specific application and/or assessment information where applicable) against admission requirements, including: a. ACSF levels (using ACSF Course List); b. digital capabilities and access to digital technology; c. prior skills; and d. course specific entry requirements including evidence of completion of pre-requisites. 2. Retain documented evidence of selection decision-making process. 3. Action requests for further information from applicants. 4. Where applicable, process Credit Transfer applications at enrolment and refer skill recognition enquiries/applications to delivery area Manager. 5. Document reason for selection outcome. 6. Refer applicants to Learning Support as per the Student Retention and Success - VET Learning Support Procedure.
Enrolment Delegate Officers	1. Enrol students as per Enrolment Delegate Training and Enrolments Procedure.

Part B - Overview

(5) Victoria University (VU) through the TAFE offers a broad range of VET courses designed to provide vocational skills and pathways to employment options and/or higher education.

(6) The Victorian State Government Dual Sector VET Funding Contract mandates that the RTO must conduct a Pre-Training Review for each eligible individual that:

a. identifies any competencies previously acquired (e.g. skill recognition or credit transfer eligibility);
b. ascertains a suitable, and the most suitable program for that student to enrol in, based on the individual's existing educational attainment, capabilities, aspirations and interests and with due consideration of the likely job outcomes from the development of new competencies and skills; documenting for each student the reasons for the selection outcome;
c. ascertains the proposed learning strategies, and materials are appropriate for that individual; and
d. where the proposed learning includes portions delivered online, identifies the individual learner's digital capability, including access to necessary technology, and where necessary identifies steps to overcome any barriers in this regard.

Part C - Procedure

(7) Marketing approved text should be utilised to describe course admission requirements and course information on all marketing materials.

(8) Changes to marketing approved text or additional course selection criteria must be documented and approved by the relevant TAFE Executive Director/Director.

(9) All published promotional course information must conform to regulatory bodies' specific requirements.

(10) Managers must ensure and approve the accuracy of all promotional materials, including the course guide, VU website, brochures or course flyers, presentations, fee statements and handouts at course information sessions etc.

(11) Managers must document course admission requirements in the relevant Training and Assessment Strategy.

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

(13) Approved course information must be published on the VU website and other marketing materials.

(14) Managers, Course Coordinators or Selection Officers must schedule, promote and conduct group course information sessions and/or alternative approved selection activities.

(15) Course applications must be assessed against admission requirements as well as the suitability of the course for the applicant's future aspirations. All documented evidence of selection processes are retained in the online admission system or, if paper-based literacy and numeracy assessment tasks are used, these are retained in the student file in the delivery department.

(16) All prospective Award course applicants must complete the standard Pre-Training Review before an enrolment offer. All Non–Award course applicants must complete the Non-Award Pre-Training Review.

(17) Where further pre-enrolment assessment is required to determine course suitability, this is in addition to the standard pre-training review process conducted by the teaching area.

(18) Credit Transfer claims should be processed with the course enrolment.

(19) The Skills Recognition process commences before enrolment. Where possible, after attending the initial interview, students should be enrolled in the proposed skill recognition units, to confirm skill recognition pathway.

(20) As part of the admission process, Award course applicants must undertake a literacy and numeracy assessment. The only exception is VET delivered to secondary school students (VDSS) who are referred to the TAFE from secondary schools that have determined the students' literacy and numeracy is suitable for VET courses. Applicants are only allowed to take the literacy and numeracy assessment on one occasion, unless there are circumstances that require the applicant to have a second attempt. Such circumstances could include, but are not limited to, illness or surgery and crises and traumatic incidents. This assessment is to assist in identifying if the applicant has the required ACSF level for success in their chosen course.

a. Where the assessment result indicates an ACSF level that is one level lower than required for the chosen course, as referenced in the ACSF Course List, non-apprentice/non-trainee applicants are referred to Learning Support, as per the Student Retention and Success - VET Learning Support Procedure, along with enrolment into the vocational qualification, where appropriate. The course area may determine that the applicant be referred to an alternative suitable course option, even if they are only one ACSF level below required.

   Apprentice/trainee applicants whose assessment result indicates an ACSF level that is one level lower than required are able to be enrolled in their vocational qualification and commence. Apprentice/trainee applicants are referred to Learning Support, as per the Student Retention and Success - VET Learning Support Procedure.
b. Where the assessment result indicates an ACSF level two or more levels lower than required for the chosen course, as referenced in the ACSF Course List, non-apprentice/non-trainee applicants must be referred to an

alternative lower level AQF Level course or a Foundation program, unless they can provide evidence of either:

i. an Australian Year 12 Certificate of Education; or

ii. an AQF Certificate IV or higher qualification (achieved in an English-language learning environment).

Applicants who produce certified copies or a USI transcript for either i or ii are referred to Learning Support along with enrolment into the chosen vocational qualification. The evidence provided for i or ii should be retained in the online admissions system or, if paper-based, in the delivery department.

Apprentice/trainee applicants whose ACSF level is two or more levels lower than that required for their vocational course, and who do not have evidence of either i or ii above, must be referred to Learning Support prior to commencement of their vocational qualification.

(21) Evidence of a previously approved literacy and numeracy assessment result that is within the timelines listed below can be considered valid for enrolment in a suitable course:

a. within the preceding six (6) months by Victoria University TAFE;
b. within the preceding three (3) months by another registered training organisation (where documentary evidence must be provided).

Section 5 - HESF/ASQA/ESOS Alignment

(22) Outcome Standards for NVR Registered Training Organisations 2025: Standard Standard 2.1, 2.2 Information.

(23) DET Alignment – Skills First Dual Sector VET Funding Contract Clause 4 of Schedule 1.

Section 6 - Definitions

(24) Pre-Training Review

(25) ACSF (Australian Core Skills Framework)

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Glossary Terms and Definitions

"Pre-Training Review" - The process undertaken to determine the most suitable and appropriate training product based on the individual's current competencies, existing educational attainment, literacy and numeracy skills, capabilities, aspirations and interests with due consideration of the likely job outcomes from the development of new competencies and skills.

"ACSF (Australian Core Skills Framework)" - A tool which describes levels of performance in the five core skills of learning, reading, writing, oral communication and numeracy.

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