

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

Section 1 - Summary

(1) This Procedure outlines:

- a. the provision and scope of VET course information; and,
- b. the administration of Pre-Training Reviews to ensure that students are enrolled into courses suited to their capabilities and desired learning and vocational outcomes.

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	Ensure accurate course admission requirements are documented in the Course Approvals Management System (CAMS). Document course information for inclusion on all marketing materials. Review and approve all course information prior to final check by Marketing. Document and approve changes to standard text or additional selection requirements.
Marketing	Ensure all published course information (including details about the PTR process) is accurate, current, and compliant with regulatory requirements. Provide a platform that directs all applicants to Fee information in a ready and understandable manner.
Academic Quality and Standards	Maintain course information, including entry requirements in CAMS. Maintain ASCF Course List and Information on ACIR (Australian Course Information Register). Provide course entry and Fee information for configuration in the Student Management System (SMS). In consultation with the Marketing Team, arrange the Fee Schedule for publication.

Roles	Responsibilities
TAFE Administration and Governance	Assist in scheduling and promotion of individual and/or group information sessions and/or approved selection activities. Oversee Enrolment Delegates Training.
TAFE Enrolment Delegate Officers/Selection Officers	Engage in Enrolment Delegates Training as required. Review applications received to ensure all information has been provided by the applicant and respond to all applicants' admissions/PTR queries and make recommendations with regards learning support. Assess prospective students for Skills First eligibility. Assess applications (including student PTR, LN test results and course-specific application and/or assessment information where applicable) against admission requirements, including: <ul style="list-style-type: none"> • ACSF levels (using ACSF Course List); • digital capabilities and access to digital technology; • prior skills; and • course specific entry requirements including evidence of completion of pre-requisites; and • objectives for training, employment of further study. Register all documented evidence related to the selection decision making process. Where applicable, process Credit applications and refer Skills Recognition enquiries/applications to the delivery area manager.

Part B - Overview

(5) Victoria University (VU) 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 - Course Information and Marketing

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

(8) Additional course information and 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, including;

- a. training product code and title;

- b. modes of delivery;
- c. delivery locations; training commencement dates;
- d. duration and scheduling; assessment requirements;
- e. if applicable, licensing or occupational license requirements;
- f. information about Recognition of Prior Learning and Credit;
- g. Work integrated learning and any other specific course requirements, such as police checks or Working with Children checks.

(10) Course information published on the VU website and other marketing materials must include details about eligibility for Skills First and clear details about the Pre Training Review and available learner support services.

Part D - Pre-Training Review (PTR)

(11) 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 is recorded and retained. Information includes the applicant's objectives for training or further study, competencies previously acquired (Recognition of Prior Learning (RPL) or Recognition of Current Competency (RCC)) and existing educational attainment.

(12) The Pre Training Review is used to verify that the course is:

- a. appropriate for the student's vocational goals and aspirations;
- b. consistent with their learning strategies and learning needs; and,
- c. matches the applicant's language, literacy and numeracy skills to ensure completion.

(13) A Pre-Training Review (PTR) will be completed by all prospective students to confirm course suitability, identify prior competencies, and assess literacy, numeracy and digital capability. The following conditions apply:

- a. Award course applicants will complete the standard PTR;
- b. Non-award course applicants will complete the Non-Award PTR;
- c. Applicants who have completed English and/or Mathematics of the VRQA accredited VCE within two years of application may be exempt from the Literacy and/or Numeracy component of the PTR;
- d. Applicants for VET Delivered to Secondary Students (VDSS) will not complete the Literacy and Numeracy component where the school has confirmed suitability.

(14) In instances where additional pre-enrolment assessment beyond the PTR is required to determine course suitability, the relevant teaching area is responsible for the conduct of such assessment.

(15) Previous literacy and numeracy assessment results may be accepted where the assessment has been:

- a. completed within the preceding six (6) months at VU TAFE; or,
- b. is supported with documentary evidence and is completed within the preceding three (3) months at another RTO.

(16) 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.

(17) Applicants will ordinarily complete the assessment once. A second attempt may be approved where justified (e.g. illness, surgery, crisis or traumatic incident). Applicants should provide written evidence to support their request for a second attempt.

Interpreting PTR results

(18) PTR results will be considered against the required Australian Core Skills Framework (ACSF) level for the course as listed in the ASCF Course List. Assessment outcomes are used to determine whether:

- a. the applicant can proceed with an enrolment in their chosen course;
- b. proceeds in the chosen course with support from Learning Support; or,
- c. the applicant enrolls in an alternative course or Foundation program.

(19) Where the assessment result indicates an ACSF level that is one level lower than required for the chosen course:

- a. Non-apprentice/non-trainee applicants:
 - i. May be enrolled where appropriate; and,
 - ii. will be referred to Learning Support.
- b. Apprenticeship applicants:
 - i. Enrol and commence; and,
 - ii. be referred to Learning Support.

(20) Where the assessment result indicates an ACSF level that is two or more levels lower than required for the chosen course:

- a. non-apprentice/non-trainee applicants:
 - i. Will be referred to a lower AQF Level course or Foundation program, unless they can provide evidence of either:
 - an Australian Year 12 Certificate of Education; or
 - an AQF Certificate IV or higher qualification achieved in an English-language learning environment. Applicants must provide certified copies of transcripts, USI if available, and will be referred to Learning Support.
- b. apprentice/trainee applicants:
 - i. must be referred to Learning Support prior to commencement of their vocational qualification.

Part E - Recording PTR Outcomes

(21) All evidence related to the PTR and course selection decision-making process will be recorded and retained in accordance with VU's [Records Management Policy](#).

(22) Applicants will be provided written information about the outcome of their PTR results and reasons for suggesting another course or the need for learning support.

Section 5 - HESF/ASQA/ESOS Alignment

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

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

Section 6 - Definitions

(25) Pre-Training Review

(26) ACSF (Australian Core Skills Framework)

Status and Details

Status	Current
Effective Date	14th May 2026
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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.