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PRE TRAINING REVIEW POLICY

This policy is to ensure staff understand the principles and procedures for pre-training reviews which precede the enrolment of all learners into MPLCC qualifications, courses and programs.

Pre-training This policy applies to training staff, administration and prospective learners of the MPLCC wishing to enrol in accredited and pre-accredited programs reviews must be conducted prior to a learner going through the enrolment process and must be conducted by a staff member with delegated authority (an authorised delegate) to conduct enrolments. It will also ensure that:

- Learners are enrolled in the most suitable training program appropriate to their needs, capabilities and interests.
- Any individual learning needs are identified.
- Any additional support needs of learners are identified prior to course commencement.
- Potential learners have a good understanding of the training program(s) offered by MPLCC and receive:
 - a detailed outline of the training program.
 - a language, literacy and numeracy (LLN) and digital literacy assessment;
 - a copy of the Student handbook;
 - an opportunity to negotiate their training plan;
 - an opportunity to apply for recognition of prior learning (RPL) or credit transfer (CT), subject to approval and recognition and presenting of valid documentation; and
 - a better understanding of the employment pathways associated with the learner's preferred course of study.
- Learners who self-identify as requiring assistance or support with their learning receive appropriate advice, information and assistance so that they can participate in training programs suitable to their capabilities and receive appropriate support to achieve competence.
- Pre-training reviews are conducted by authorised delegates that have the training, knowledge, experience and skills to provide prospective learners with appropriate advice and support.

- MPLCC will ensure that all prospective learners undergo a pre-training review that allows the RTO to identify the individual learning needs of each learner. As part of this pre-training review consideration will be given to whether the learner needs to undertake Foundation Skills training that will assist them in completing Nationally Recognised Training.
- Only those Training staff that have delegated authority (ie: are an authorised delegate) will undertake pre-training reviews with prospective learners as they have the necessary training, skills, knowledge and capability to ensure each learner's training and support needs are properly identified.
- The pre-training review will assist in identifying any support needs learners may require. Staff undertaking pre-training reviews are responsible for documenting the review on the *Language, Literacy and Numeracy (LLN) Assessment and Pre-Training Review Form*, including recording the conversation with the prospective learner about their needs, reasons for seeking to enrol in the course/qualification identified, any evidence provided about the learner's support needs and/or learning preferences, information conveyed to the learner and the authorised delegate's assessment.
- Training staff are responsible for ensuring information documented in the Pre-Training Review is provided to the trainer with any relevant information regarding the learner's support needs documented in their individual training plan, and signed by all parties with a copy provided to the learner and support mechanisms put in place prior to training commencement.
- Training staff and Trainers are also responsible for providing learners with ongoing advice, support and assistance if they experience any difficulties with the training program and arranging and providing services in support of the training environment including volunteer tutor services to develop LLN skills or provide learning support or referral to other services.

PROCEDURE

This procedure is to be used by authorised delegates undertaking pre-enrolment procedures with all prospective learners at MPLCC. It sets out the procedures for undertaking a pre-training review with the prospective learner

- The learner is advised to set aside one and a half to two hours for the pre-training review, LLN assessment and Enrolment process. An authorised delegate with the skills and knowledge to conduct an LLN assessment and pre-training review is booked to conduct the interview with the prospective learner.
- Review is conducted in a supportive atmosphere designed to minimise learner stress and make the review an accurate assessment of the learner's current capabilities. As part of the review the assessor will conduct a conversation with the learner about their interest in enrolling in the particular qualification including providing advice about future employment pathways and further education options if applicable
- Authorised delegate/assessor provides information to the learner including the proposed training program for the qualification, any entry requirements/pre-requisites and information about fees and charges.
- Authorised delegate/assessor must take the prospective learner through the Student Handbook including pointing out information about the Code of Conduct, RPL and Credit Transfer, Access and Equity Policy, Complaints and Appeals Policy and Procedures, and so on as indicated on the Student Agreement that the student must sign once all aspects are explained to the student. Learner should be offered hard copy and online access if this meets their needs better

- Authorised delegate/assessor interviews learner and completes RPL and CT section of the pre-training review, identifying any previous employment or training relevant to the proposed qualification
- Authorised delegate/assessor identifies with the learner any prior work history and completes this on the pre-training review form.
- Authorised delegate/assessor identifies with the learner further training ambitions and completes this section on the pre-training review form.
- Any learning support needs identified through the LLN assessment or pre-training review are documented on the LLN assessment and pre-training review form and relevant information is transferred for inclusion in the negotiated training plan. This will also be passed onto the trainer if it will affect the trainers learning needs.
- Learner and authorised delegate/assessor negotiate the Training Plan and agree it (incorporating any learner support needs) with two copies and both parties signing. A copy is provided to the learner and a copy is retained for the learner's file.
- The authorised delegate/assessor is responsible for notifying the VET Manager and the trainer of any identified learning support needs requirements for the individual learner. If additional support is required, the VET Manager is responsible for sourcing it.
- The Centre Administration Manager ensures that any documentation including the LLN assessment, pre-training review and the agreed and signed training plan are placed on the learner's file

Definitions

Australian Qualifications Framework (AQF)	The policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.
Australian Quality Training Framework (AQTF)	The Australian Quality Training Framework (AQTF) is the national set of standards that assures nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training system.
Authorised delegate	Is a person within the RTO who has the appropriate level of skills to undertake pre-training reviews and has been trained in enrolment and Skills First eligibility policies and procedures and is therefore authorised to undertake enrolments.
Credit Transfer	Process that provides learners with agreed and consistent credit outcomes for components of a qualifications based on identified equivalence in content and learning outcomes between matched qualifications.
Enrolment	The recording of a learner's qualification(s)/program(s) and unit(s) of study for a specified enrolment period.
Language, Literacy and Numeracy Assessment	This standardised assessment assesses the learners' reading, writing, language (spelling, grammar and punctuation) and numeracy levels.
Learner	An individual who is receiving, responding to and processing information in order to acquire and develop competence. This incorporates the processes of preparing and presenting for assessment.

Recognition of Prior Learning (RPL)	Is a 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.
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References

AQTF 2010 Essential Conditions and Standards for Continuing Registration AQTF 2010 Standards 2 (2.3, 2.4 and 2.5) and 3 (3.1)
VRQA – VRQA Guidelines for VET Providers <http://www.vrqa.vic.gov.au>
Standards for Registered Training Organisations 2015
www.training.gov.au

Legislation

2017 Standard VET Funding Contract (schedule 1 : 5.1 – 5.5)
Education and Training Reform Act 2006 (Vic)