

Pre-Training Review Policy

Policy Objective

This policy establishes principles, procedures and responsibilities for a pre-training review.

Scope

The policy applies to all staff involved in learner recruitment and enrolment and to all applicants seeking entry into a course at TAFE Gippsland funded by the Victorian Government.

Commitment

TAFE Gippsland is committed to maximising learners' chances of success in their chosen courses and recognises the importance of making choices that will maximise opportunities to succeed.

A pre-training review is a process undertaken to determine the most suitable and appropriate course and training for an individual helping the applicant to make an informed decision about their learning.

All applicants for entry into a course at TAFE Gippsland funded by the Victorian Government are required to undertake a pre-training review prior to being invited to enrol.

The pre-training review will look at current competencies, language, literacy and numeracy to identify:

- if the course chosen is suitable to meet the goals of the applicant; and
- any issues likely to impact on the learner completing the course.

The outcomes of the pre-training review are used to counsel applicants and to direct them to programs most suited to their aspirations, current skills, language, literacy and numeracy.

This policy must be read in conjunction with the external legislation and internal policies and procedures listed below. In the event of any conflict, external regulations take precedence over this policy and

TLN002PRO - Pre-training Review procedure.

TAFE Gippsland is committed to providing a supportive environment to assist learners to reach their full academic potential and successfully complete their training and promote the principles of child safety gender equality and mutual respect.

Every applicant seeking to enrol in a course at TAFE Gippsland funded by the Victorian Government will complete a pre-training review prior to enrolment.

The outcomes of the pre-training review will inform advice to the applicant regarding the suitability of the course and will inform access to learning support.

Learners are responsible for course progression and meeting inherent requirements to participate in chosen fields of study.

Roles and Responsibilities

Client Services Recruitment

Client Services Recruitment officers are responsible for:

- liaising with applicants and teaching areas to initiate Pre-Training Review information;
- assessing Language Literacy and Numeracy report and Pre-Training Review Checklist (with the exception of course relating to apprenticeships and traineeships);
- providing verbal advice to the applicant on the results of the Pre-Training Review;
- initiating applicant interviews where necessary;
- maintaining records of Pre-Training Reviews;
- making offers where suitability is confirmed; and
- liaising with Student Support Services where the Pre-Training Review identifies the need for learning support.

Educators

Educators are responsible for:

- assessing Language Literacy and Numeracy report and Pre-Training Review Checklist for all courses relating to apprenticeships and traineeships and liaising with Client Services Recruitment to assist in other areas;
- validating pre-requisites and undertaking pre-training interviews where necessary;
- maintaining records of all aspects of Pre-Training Reviews and interviews; and
- confirming Training Plans.

Student Services Team members

Student Services Team members are responsible for:

- liaising with teaching teams to plan for learning support;
- meeting applicants to discuss options for learning support;
- developing learning access plans; and
- maintaining records of all aspects of Pre-Training Reviews and interviews.

Related Legislation/Regulation

- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Racial Hatred Act 1995 (Cth)
- Privacy Act 1988 (Cth)
- Disability Act 2006 (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Education and Training Reform Act 2006 (Vic)
- Equal Opportunity Act 2010 (Vic)
- Education and Training Reform Regulations 2017 (Vic)
- Gender Equality Act 2020 (Vic)
- Privacy and Data Protection Act 2014 (Vic)
- TAFE Gippsland TAFE-VET Contract for current year

Related Policy and Procedures

- CMT002POL - Records Management policy
- CMT023POL - Privacy policy
- PAC003POL - Child Safety policy
- TLN005POL - Apprenticeships and Traineeships policy
- TLN008POL - VET DSS policy
- TLN011POL - Student Support Services policy
- TLN040PRO - Pre-training Review procedure

Related Documents

- TLN040CHK - Pre-Training Review Checklist
- TLN040REF1 - LLN Online Screening Assessment Instructions Student Reference
- TLN040REF2 - LLN Online Screening Assessment Instructions Staff Reference
- Training Plan (generated from SMS)

Definitions

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| Language, Literacy and Numeracy | Language, Literacy and Numeracy (LLN) are the skills of communication, reading, writing and using numbers underpinning everyday interactions. For each vocational qualification, or part thereof, offered by TAFE Gippsland, it is recognised that there is a minimum level of LLN skills needed to successfully complete the learning |
| Pre-Training Review | When a Learner indicates that they wish to enrol in a vocational qualification (or part thereof), TAFE Gippsland will conduct a pre-training review of current competencies including Foundation Skills prior to commencement in training. The pre-training review is a conversation between an educator, or trained officer under the instruction of educators, and the applicant. Depending on the course, the pre-training review may be facilitated through completion of the Pre-Training Review Checklist or through Home School course counselling and expression of interest processes. |
| Training Plan | Completed by trainers, a Training Plan identifies the course units/modules that the student is enrolled in. It identifies the course code(s), session, team, attendance mode, funding source, campus and time. The Training Plan also incorporates the start and end dates of units/modules and materials fees |

Version Control

| Item | Summary of Update | Version | Review Date |
|------|---|---------|-------------|
| 1 | Procedure Developed | 1.0 | 24/11/2014 |
| 2 | Procedure updated | 1.1 | 24/10/2018 |
| 3 | Rebranded from Federation Training to TAFE Gippsland | 2.0 | 24/06/2019 |
| 4 | Updated to incorporate 2018-19 TAFE VET Funding Contract (3.0) | 3.0 | 16/10/2019 |
| 5 | Comprehensive review and redevelopment | 4.0 | 31/08/2021 |
| 6 | Review and adoption of new template, naming conventions and separation of policy and procedure. | 4.1 | 13/01/2023 |

Appendices

Nil.