

Pre-Training Review Policy and Procedure

1 Background

Menzies Institute of Technology (hereinafter known as the ‘Institute’) acknowledges and recognises that before enrolment, the Institute provides advice to prospective applicants about the training product appropriate to meeting the learner’s needs, taking into account the individual’s existing skills and competencies and assessing English language proficiency of a student. The Institute is committed to establish the support needs of individual learners and provide access to the educational and support services necessary for the individual learner to meet the requirements of the training product they intend to enrol.

2 Purpose

This policy and procedure is in place to ensure that all applicants seeking to enrol into a training product with the Institute have the appropriate level of LLN skills, Digital Literacy skills, English proficiency in order to achieve the competencies of the training product. It also covers how to assess and collect evidence of prior education and/or experiences of the applicant.

This policy and procedure also ensure that the staff and prospective learner make informed decisions about the suitability and relevance of the training product, the prospective learner is undertaking with the Institute. The process also identifies the support a prospective learner may require to complete the course.

3 Audience

This policy applies to all prospective learners, students and staff of the Institute.

4 Definitions

Pre-training Review (PTR)/Genuine Student Test (GST): refers to the process of determining suitability and relevance of the training product based on the prospective learner’s current competencies, existing educational attainment, capabilities, aspirations and interests and with due consideration of the likely job outcomes from the development of new competencies and skills.

Foundation Skills: refer to learning, reading, writing, oral communication and numeracy as defined by ACSF. In this policy Language, Literacy and Numeracy (LLN) refers to the foundation skills.

Australian Core Skills Framework (ACSF): refers to a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.

LLN: refers to Language, Literacy and Numeracy

Letter of Offer and Student Agreement (LOO): refers to the formal training plan and contract, training plan, fees information and student agreement presented to the student in offer of the training product.

5 Policy

The Institute conducts pre-training reviews (PTR)/Genuine Student Test (GST) to determine the current competencies including foundation skills required for successful completion of the selected training product. All prospective learners for training products offered by the Institute are expected to undergo a PTR/GST including a foundation skills assessment test before enrolment.

The Institute's PTR/GST consists of:

- Course Information discussion/information
- PTR/GST interview including completing pre-training review form
- Development of the Letter of Offer and Student Agreement (LOO)

The PTR/GST aims to determine:

- a) whether the course is suitable for the prospective learner considering the prospective learner's previous study and work experience.
- b) whether the proposed learning strategies and materials are appropriate for the prospective learner.
- c) the prospective learner's digital capability, including access to necessary technology.
- d) whether the prospective learner has the required foundation skill levels to complete the course.
- e) if the prospective learner does not have the pre requisite foundation skills what assistance could be given to enable the prospective learner to complete the course.

The Institute uses *MFA45 Genuine Student Test Form* to record all details of the pre-training analysis and outcomes of the foundation skills assessment. From the PTR/GST, the support needs will be identified and be utilised by trainers and assessors in developing individual LOOs and students for self-study and learning on improving LLN.

In particular for the Diploma of Nursing program, English entry requirements, the student must demonstrate either on pre-training review and application stage or at the latest before commencing the program that they have met the English entry requirements as outlined. If the student is not able to provide this evidence before commencement, then the student's enrolment would have to be withdrawn or deferred until the evidence can be provided and verified.

International students must provide evidence of English proficiency according to the admission requirements set by the Institute. The admission requirements information is provided to the student as part of the pre-training review process.

The pre-training review form also includes the information related to prior courses or program completed by the students and experience. It also includes information about Credit transfer and RPL.

6 Procedures

6.1 PTR Assessment

6.1.1. The Institute will conduct the PTR required for the selected training package once the prospective learner reviews training pre-enrolment information.

6.1.2 Prospective learner will be provided with *MFA45 Genuine Student Test Form*

6.1.3 Prospective learner should complete the *MFA45 Genuine Student Test Form*

6.1.4 Following the completion of the *MFA45 Genuine Student Test Form*, the Student Admissions Manager or authorised delegate will review the form and determine the suitability of the prospective learner to the training product.

6.1.5 If the candidate is deemed suitable, the Student Admissions & Services Officer will advise student of the next steps of enrolment.

6.1.6 The Student will complete the Foundation Skills Assessment via the LLN Assessment tool (LLN Robot) and Digital Literacy testing. This can be done before student course commencement and after student's acceptance and confirmation of enrolment.

6.1.7 The Student Admissions & Services Officer will review the findings and based on Appendix 1 determine whether the Learner

- a. if the prospective learner demonstrates the required ACSF exit level skills for the selected training product, the prospective learner will proceed OR;
- b. if the prospective learner has one ACSF level lower to the level required, the prospective learner is allowed to proceed to enrolment OR:
- c. if the prospective learner has two ACSF level lower to the level required, the prospective learner is allowed to proceed with additional LLN Support arrangements. Institute will prepare an individual learning plan and share it with the course trainer and course coordinator. The trainer and course coordinator will coordinate to provide LLN support and check the progress of the student OR
- d. if the prospective learner does not meet the required foundation skill level as outlined above for the selected training package, the prospective learner is recommended to undergo appropriate foundations skills training with another training organisation before the commencement of the training product.

Full details are outlined in Appendix 1.

6.1.8 Student Admissions & Services Officer to make sure student provided all the documents, including English language requirements (International students) and other documents according to the entry and admission requirements.

6.1.9 The required ACSF levels for each qualification on scope are determined by the LLN Assessment Tool. Please refer to Appendix 1

6.1.10 The Student Admissions & Services Officer would forward details of student identified require LLN Support to the relevant Course Coordinator. The Course Coordinator will review details and formulate necessary LLND Support Plan using the MFT37 Individual Learning Plan document.

6.1.11 Any students identified during course enrolment as requiring additional LLND support would be discussed with relevant Course Coordinator. The Course Coordinator will review details and in coordination with the Trainer/Assessor keep record of LLN Support provided in the LLN Support Log document.

6.2 Foundation Skills Support Arrangements

Following are some of the suggested strategies which can be implemented by the Institute to support students with foundation skills needs.

Core skills	Training support strategies
Reading	<ul style="list-style-type: none"> ▪ Ask questions to establish prior knowledge of words and concepts. ▪ Introduce industry and technical terminology, provide glossaries and encourage the use of learner’s personal word lists and dictionaries. ▪ Encourage learners to use strategies such as skimming, scanning, analytical reading and critical reading. ▪ Have students paraphrase what they have read. ▪ Ensure that the resources used are at an appropriate LLN level or modify the resources to better suit the learners. ▪ Supplement reading resources with videos, diagrams, pictures and photographs. ▪ Providing oral support such as practitioner reading texts aloud and paraphrasing into key points. ▪ Questioning to review and check comprehension. ▪ Explain how to highlight key words or concepts and take notes from written texts to assist in comprehension.
Writing	<ul style="list-style-type: none"> ▪ Provide learners with spelling strategies. ▪ Give learners real world example of: <ul style="list-style-type: none"> - Completed workplace forms they need to be able to use. - Documents they may need to create such as emails, brochures, letters, reports etc. - Client records. ▪ Provide many opportunities for learners to practice with real workplace forms and documents. ▪ Provide glossaries of industry and technical terminology. ▪ Encourage note taking for key points to assist with planning. ▪ Provide and encourage the use of a dictionary and thesaurus.
Oral Communication	<ul style="list-style-type: none"> ▪ Provide an encouraging environment with many opportunities to practice oral communication skills such as: <ul style="list-style-type: none"> - Role playing communication skills and activities - Pair work - Small group discussions

	<ul style="list-style-type: none"> - Whole class discussions - Presentations ▪ Use oral development activities ▪ Support oral training or discussions with written handouts ▪ Use clear, explicit language ▪ Speak naturally but at a moderate pace ▪ Use culturally appropriate language ▪ Supplement oral presentations with pictures, diagrams, and videos ▪ Teach note taking skills from oral presentations ▪ Demonstrate active questioning and listening ▪ Provide glossaries for industry and technical terminology
Numeracy	<ul style="list-style-type: none"> ▪ Provide handouts on the steps to take to complete mathematical procedure or exercise ▪ Provide opportunities to practice challenging concepts ▪ Break challenging or complex tasks down to small chunks to allow learners to fully understand each stage ▪ Use multiple learning modalities (visual, kinaesthetic and sensory) ▪ Discussions to explore mathematical processes including: plan, generalise, hypothesise, test ideas and form conclusions ▪ Introduce mathematical language: e.g. there are many ways to say 'multiply', such as 'times', 'by', 'product' ▪ Provide learners with a glossary of mathematical language ▪ Use "real word" practical examples in learning activities ▪ Provide support materials such as measurement charts ▪ Encourage the use of aids such as calculators and how to use the various functions ▪ Ensure learners know how to use tools such as rulers, tape measures, scales etc.

7 Review

This policy will be subjected to a review and update at intervals of three years from the approval date. Exceptions to frequency of review can be made if necessary. Any person who wishes to enter a complaint concerning this policy may do so in accordance with the appropriate policies.

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Version Number	Approval Date	Amendment
1	13/04/2018	Creation of policy
2	28/04/2018	Updated clauses for all and references to PTR form, ACSF level table in Appendix B
3	24/04/2019	Updated and overhauled clause 6 for feasibility and correctness, Removed Appendix A
4	15/06/2020	Updated LLN robot information
5	26/05/2021	Updated clause 6.4 on foundation skills
6	29/01/2022	Updated and reviewed LLN process and clauses
7	05/06/2022	Updated policy and procedure around PTR and LLN
8	08/04/2024	Updated policy to implement new changes in Genuine Student Test



Appendix 1 Accepted LLN ACSF level for each qualification

L: Learning
 R: Reading
 W: Writing
 O: Oral Communication
 N: Numeracy

Qualification	ACSF Exit Level as determined by LLN Robot					Accepted ACSF level for course commencement					Minimum ACSF level for course commencement with LLN Support				
	L	R	W	O	N	L	R	W	O	N	L	R	W	O	N
AUR30320	3	3	3	3	3	2	2	2	2	2	n/a	n/a	n/a	n/a	n/a
AUR30620	3	3	3	3	3	2	2	2	2	2	n/a	n/a	n/a	n/a	n/a
AUR40216	4	4	4	4	4	3	3	3	3	3	2	2	2	2	2
AUR40620	4	4	4	4	4	3	3	3	3	3	2	2	2	2	2
AUR50116	5	4	4	4	4	3	3	3	3	3	n/a	n/a	n/a	n/a	n/a
AUR50216	5	5	5	5	4	3	3	3	3	3	n/a	n/a	n/a	n/a	n/a
CHC43015	4	4	4	4	3	3	3	3	3	2	2	2	2	2	2
CHC52021	5	4	4	4	4	3	3	3	3	3	n/a	n/a	n/a	n/a	n/a
HLT35021	3	3	3	4	2	2	2	2	3	2	n/a	n/a	n/a	n/a	n/a
HLT54121	5	5	5	4	4	3	3	3	3	3	n/a	n/a	n/a	n/a	n/a
HLT55118	4	4	5	4	3	3	3	3	3	3	n/a	n/a	n/a	n/a	n/a

The above table has been determined as per explanation found here and graph below:

<https://tlrg.com.au/blogs/news/acsf-v-aqf-which-levels-match-what>

