Skills First Pre-Training Review template

An optional template to help training providers to conduct Pre-Training Reviews under the Skills First program.

Purpose

This sample template is an optional and customisable tool to help you to conduct a Pre-Training Review in line with the requirements of the 2022 VET Funding Contracts (the Contract). It does not provide a substitute for the requirements set out in the Contract.

How to use this template

This template supports the requirement under Clause 4.4 of Schedule 1 to document why you determined the program each Skills First student enrolled in was suitable, and the most suitable training option for that student, with reference to the considerations in Clause 4.3 of Schedule 1.

It is intended as a tool that can form one part of your Pre-Training Review business process. Along with completing this (or a similar) template, other key inputs into your decision may need to be documented and/or retained, such as academic transcripts to evidence credit transfer.

You can modify the template to align with your documented business process. For example, the 'considerations' provided under each question are just suggestions or prompts and are non-exhaustive – these may vary depending on the type of training offered and the student cohort.

Further information

Submit an enquiry via SVTS.

Fact sheet: How to consider literacy and numeracy skills

1.	Student name:	
2.	Student ID (if applicable):	
3.	Program name/ID:	
4.	Review completed by: (name and position)	
5.	Date of review:	
6.	Date of program commencement:	

7. What are the student's objectives for choosing this program?	
This might include consideration of: • aspirations (including work aspirations) • interests • the likely job or further study prospects resulting from the training.	Why: The student is clear about their reasons for enrolling in the program. The chosen program links to likely job, participation and/or further study opportunities and/or access to training for disadvantaged learners. *See Clause 4.3(a) of Schedule 1*

Document considerations:

8. Has the student previously acquired any relevant competencies?	
This might include consideration of: • prior learning • employment experience • volunteering experience.	Why: The student does not undertake any unnecessary training that duplicates competencies. As appropriate, existing competencies can be recognised through: • RPL • Recognition of current competency (RCC) • credit transfer. *See Clause 4.3(b) of Schedule 1*
Document considerations:	

9. Does the student have the capabilities to successfully complete the program?	

This might include consideration of:
 	
• Whether the program entry requirements and pre-requisites are met (including any LN requirements).
 	
• Indicators of literacy and numeracy skills, for example:
  ▪ results of any LN testing (if applicable to your organisation's business process) including any assessment done for previous enrolments with your organisation
  ▪ secondary school results
  ▪ programs the student has previously completed at your organisation.
 	
• Indicators of digital capability, for example:
  ▪ an assessment (or self-assessment) of the individual's digital capability and confidence
  ▪ whether the student has access to relevant technology and has been advised of minimum IT requirements.
 	
See **Fact sheet: How to consider literacy and numeracy skills**
	Why:
	
	The student is enrolled in a training program that is at the appropriate level for them.
	
	Any reasonable support needed to assist the student to successfully complete the program is identified.
	
	See Clause 4.3 (c) and 4.5 of Schedule 1

Document considerations:	

10. Are the proposed learning strategies and materials appropriate for the student?	
Do the learning strategies and materials pose potential issues/challenges/barriers for the student?	

This might include consideration of:	Why:
- special needs or requests - disability - the student's personal circumstances - adequacy/appropriateness of learning materials.	Proper consideration is given to whether the proposed learning strategies and materials in the TAS are appropriate for the student; and whether adjustments need to be made to suit the student's individual needs. *See Clause 4.3(d)of Schedule 1*

Document considerations:

11. Taking into account the considerations made at items 7 to 10, is enrolment in the proposed program suitable, and the most suitable training for the student?	
Yes	**Document reasons:**
Yes, with support and/ or adjustments	**Document reasons; and identified supports/ adjustments:** e.g. LN support, additional Foundation Skills training, digital capability support, wellbeing support, career counsellor support, adjustments to proposed learning strategies or materials
No	**Document reasons:**

12. Alternative enrolment offered?	
Yes/No	**Document reasons:**