**SKILLS FIRST PRE-TRAINING REVIEW – SAMPLE TEMPLATE 2018**

**Purpose**

This sample template is an optional and customisable tool to assist training providers to conduct a Pre-Training Review in line with the requirements of the 2018-19 VET Funding Contracts (the Contract) (Clauses 5.1 to 5.6 of Schedule 1) and the *Skills First* Quality Charter (Principles 4 and 5).

In particular, the template supports the requirement under Clause 5.4 of Schedule 1 to **document how it determined** the course or qualification each Eligible Individual enrolled in was suitable, and the most suitable training option for that Eligible Individual, with reference to the items of Clause 5.1 of Schedule 1.

It is intended as a tool that can form one part of a training provider’s own Pre-Training Review business process.

**The aim of the Pre-Training Review**

The Pre-Training Review is the process undertaken between the training provider and an Eligible Individual to determine the most suitable and appropriate training for that individual, as described in Clause 5 of Schedule 1 of the Contract. The Pre-Training Review must be conducted as part of enrolment, or prior to the commencement of training.

Under the Contract, training providers are required to have a clear and documented business process for conducting the Pre-Training Review, to be applied to each individual student. The Pre-Training Review is to be consistent with the objective (set out in Clause 3.1(b) of the Contract) that eligible individuals can access high quality courses and qualifications that lead to jobs, further education and/or participation in training for disadvantaged learners.

In addition to determining the most suitable training program for an individual’s needs, the Pre-Training Review gathers information from the student to ascertain whether training can be delivered as planned or whether adjustments need to be made to suit individual needs.

A thorough and well-documented Pre-Training Review process provides a direct input for the development of an appropriately tailored Training Plan, including any necessary support services to meet individual learner needs.

**How to use this sample template**

This sample template can be used to draw together a range of inputs into the Pre-Training Review process in order to document how a decision was made about the suitability of an enrolment for an Eligible Individual.

Along with completing this (or a similar template) the key inputs into the decision also need to be documented and retained, for example academic transcripts to evidence credit transfer, results of LLN or digital capability testing, and any questionnaires completed by the student as part of the Pre-Training Review.

The sample template has been developed taking account of examples of templates currently in use by training providers, and consultation with the Department’s auditors.

In using this template, training providers should be aware of the following:

* The sample template does not provide a substitute for the requirements set out in the Contracts and *Skills First* Quality Charter.
* The template may need to be modified as required to align with the training provider’s own documented business process (ensuring compliance with Clauses 5.1 to 5.6 of Schedule 1).
* The ‘considerations’ provided under each question are non-exhaustive and may vary depending on the type of training offered and student cohort.
* These considerations may be broken down into a number of sub-questions in a training provider’s own customised and more detailed template.
* The training provider should ensure that, at the time of the Pre-Training Review, the student is fully informed about:
  + their current and future *Skills First* eligibility and how enrolling in the proposed training may affect this;
  + course fees and charges; and
  + the course outline, structure and expectations, for example the timetable, nature of assessments, required work placements and support available.

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| **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 aspirations and interests?** | | | |
| *As applicable, consider and document:*   * *Career aspirations* * *Interests* * *Strengths* * *Weaknesses* * *Reasons for enrolling in the course, including expectations and objectives* * *The likely job or further study prospects resulting from the training* | | | *Rationale:*  *The student should not be enrolled in a training program they are not interested in.*  *The chosen training program links to likely job, participation and/or further study opportunities and/or access to training for disadvantaged learners.*  *See Clause 5.1(a) of Schedule 1;*  *and Principle 4 of the Skills First Quality Charter* |
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| **8. What educational attainments and capabilities does the student currently have?** | | | |
| *As applicable, consider and document:*  *Thestudent’s existing educational attainment and capabilities including*   * *Prior learning* * *Whether the course entry requirements and pre-requisites are met* * *Employment experience* * *Volunteering* | | | *Rationale:*  *The student is enrolled in a training program that is at the appropriate level for them.*    *See Clause 5.1(b) of Schedule 1* |
|  | | | |
| **9. Does the student have the minimum language literacy and numeracy (LLN) skills to successfully complete the program?** | | | |
| *As applicable, consider and document:*   * *Results of LLN testing – as determined using the training provider’s business process for literacy and numeracy testing* * *The AQF level of the proposed qualification* * *Secondary school results* * *Issues that may prevent the student from successfully completing the training* * *Any additional LLN support the student may require, to also be documented in the Training Plan.* | | | *Rationale:*  *The results of LLN testing indicate that the student has the ability to successfully complete the training program, or can be provided with reasonable and accessible support to assist them to complete the training.*  *See Clause 5.1(c) of Schedule 1* |
|  | | | |
| **10. Has the student previously acquired any relevant competencies?** | | | |
| *As applicable, consider and document:*   * *RPL* * *Recognition of current competency (RCC)* * *Credit transfer* * *The options offered to the student for applying competencies to this training program* | | | *Rationale:*  *The student does not undertake any unnecessary training that duplicates competencies.*  *See Clause 5.1(d) of Schedule 1;*  *and Principle 4 of the Skills First Quality Charter* |
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| **11. 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?** | | | |
| *As applicable, consider and document:*   * *Special needs* * *Disability* * *The student’s personal circumstances* * *Preferred learning style* * *Previously used methods of learning* * *Adequacy/appropriateness of learning materials* * *Any additional support or adjustments the student may require, to also be documented in the Training Plan* | | | *Rationale:*  *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 5.1(e) of Schedule 1;*  *and Principle 5 of the Skills First Quality Charter* |
|  | | | |
| **12 If the proposed learning includes portions delivered online, does the student have the required digital capability?**  **Does the student face challenges or barriers with digital capability or access to necessary technology?** | | | |
| *As applicable, consider and document:*   * *Results of digital capability testing as determined using the training provider’s PTR business process* * *Student’s level of confidence and self-assessment of digital capability* * *Any additional digital capability support the student may require, to also be documented in the Training Plan* | | | *Rationale:*  *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 5.1(f) of Schedule 1;*  *and Principle 5 of the Skills First Quality Charter* |
|  | | | |
| **13. Taking into account the assessments made at items 7 to 12, is enrolment in the proposed training program suitable, and the most suitable training for the student?** | | | |
| **Yes** | **Document reasons:** | | |
| **Yes, with support/ adjustments** | **Document reasons; and identified supports/ adjustments to be documented in the Training Plan:**  *Eg, LLN support, digital capability support, wellbeing support, career counsellor,* | | |
| **No** | **Document reasons:** | | |
| **14. Alternative enrolment offered?** | | | |
| **Yes/No** | **Document reasons:** | | |