**SKILLS FIRST PRE-TRAINING REVIEW – SAMPLE TEMPLATE 2019**

**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 the training provider 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.

**Context and how to use this template**

The Pre-Training Review is the process undertaken between the training provider and an Eligible Individual to determine the most suitable 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. Training providers are required to have clear and documented business processed for conducting Pre-Training Reviews.

The Pre-Training Review must 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.

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 a training program for an Eligible Individual. Along with completing this (or a similar template) other key inputs into the decision may also need to be documented and retained, for example academic transcripts to evidence credit transfer.

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 Contract 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 the Contract).
* The ‘considerations’ provided under each question are just suggestions and are non-exhaustive. They may vary depending on the type of training offered and student cohort, and are provided in the template as prompts for training providers to document comments or reasons against each question.
* These considerations may be broken down into a number of sub-questions in a training provider’s own customised and more detailed template.

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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?** |
| *This might include consideration of:** *Aspirations (including work 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* |
| **Document considerations:** |
| **8. What educational attainments and capabilities does the student currently have?** |
| *This might include consideration of:** *Prior learning*
* *Whether the course entry requirements and pre-requisites are met*
* *Employment experience*
* *Volunteering experience*
 | *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*  |
| **Document considerations:** |
| **9. Does the student have the minimum literacy and numeracy (LN) skills to successfully complete the program?** |
| *This might include consideration of:** *Results of any LLN testing (to note, a test is not mandatory for considering LN skills but is one of many ways LN can be considered)*
* *LN requirements of the qualification (if applicable), e.g., ACSF mapping of units and qualifications*
* *Secondary school results*
* *LN issues that may prevent the student from successfully completing the training (e.g., skills gap between qualification requirement and student’s assessed ACSF skill level (if it has been tested))*
* *Any additional LN support the student may require*
* *If the student has previously studied with the same training provider, qualifications issued to the student that demonstrate their LN capabilities may be considered*
* *If the student has previously studied with the same training provide, previous results of LLN testing may be considered*
 | *Rationale:**Consideration of LN skills 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* |
| **Document considerations:** |
| **10. Has the student previously acquired any relevant competencies?**  |
| *This might include consideration of:** *RPL*
* *Recognition of current competency (RCC)*
* *Credit transfer*
 | *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* |
| **Document considerations:** |
| **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?** |
| *This might include consideration of:** *Special needs*
* *Disability*
* *The student’s personal circumstances*
* *Adequacy/appropriateness of learning materials*
* *Any additional support or adjustments the student may require*
 | *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* |
| **Document considerations:** |
| **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?** |
| *This might include consideration of:** *Training provider’s assessment of the individual’s digital capability*
* *Student’s self-assessment of digital capability and level of confidence*
* *Any additional digital capability support the student may require*
* *That the student has been advised of minimum IT requirements for participation in online training or assessment and has access to necessary technology*
 | *Rationale:**Proper consideration is given to whether the delivery modes 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* |
| **Document considerations:** |
| **13. Taking into account the considerations 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:***E.g., LN support, digital capability support, wellbeing support, career counsellor support, adjustments to proposed learning strategies or materials*  |
| **No** | **Document reasons:** |
| **14. Alternative enrolment offered?** |
| **Yes/No** | **Document reasons:** |