Skills First pre-training review template

# Purpose

This is an optional template that you can customise for your own purposes. It’s designed to help you to conduct a pre-training review in line with Skills First requirements.

# How to use this template

Use it to document why you determined a program was suitable, and the most suitable training option for a student.

You may need to document and retain other information, such as academic transcripts to evidence credit transfer.

You can modify the template to align with your own business process. The considerations provided under each question are just suggestions and are not exhaustive - these may vary depending on the individual and the type of training you offer.

If you choose to use this template, you must do your own due diligence to comply with all requirements of the VET funding contract.

# Further information

Submit an enquiry via [SVTS](https://www.education.vic.gov.au/svts/).

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| Student name: |  |
| Student ID: |  |
| Program name / ID: |  |
| Program start date: |  |

# Student and program details

# Your details

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| --- | --- |
| Your name: |  |
| Your position:  |  |
| Date: |  |

# Section 1: What does the student want to achieve by doing this program?

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| You might consider:* work aspirations
* the likely job or further study prospects resulting from the training.

This ensures:the student is clear about their reasons for enrolling in the program and understands the link to likely job outcomes, further study or advantages of participation.  |

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| Your notes (summary of what you considered): |
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# Section 2: Does the student have any relevant skills, knowledge or training?

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| You might consider:* prior learning
* employment experience
* volunteering experience.

This ensures:* the student doesn’t enrol in unnecessary training or repeat training already achieved
* their existing competencies can be recognised through:
* recognition of prior learning (RPL)
* recognition of current competency (RCC)
* credit transfer.
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| Your notes (summary of what you considered): |
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# Section 3: Does the student have the capabilities to successfully complete the program?

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| You might consider:* entry requirements and pre-requisites (including literacy and numeracy requirements)
* results of current and previous literacy and numeracy skills assessments
* secondary school results
* programs they have previously completed with you
* indicators of digital capability, for example, an assessment (or self-assessment) of digital skills and confidence
* their access to relevant technology and understanding of the minimum IT requirements.

See: [Fact sheet: how to consider literacy and numeracy skills](https://www.vic.gov.au/vet-funding-contracts#fact-sheets)This ensures:* the student is enrolled in a training program at the appropriate level for them
* you can identify reasonable supports to assist the student to complete the program.
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| Your notes (summary of what you considered): |
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# Section 4: Are the learning methods and materials appropriate? Any issues, challenges, or barriers?

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| You might consider:* special needs or requests
* disability
* personal circumstances
* suitability of learning materials.

This ensures:the learning methods and materials in the training and assessment strategy are suitable; and reasonable adjustments can be made. |

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| Your notes (summary of what you considered): |
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# Outcome: based on the information, is the proposed program suitable, and the most suitable training?

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|[ ]  Yes |
|[ ]  Yes, with support or adjustments |
|[ ]  No |

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| Your notes (document reasons and note any supports or adjustments):(e.g., literacy and numeracy support, additional foundation skills training, digital capability support, wellbeing, career or counsellor support, adjustments to proposed learning strategies or materials).  |
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| If you offer an alternative program, write the details: |
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