

PURPOSE

Matrix Training (MT) is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisation (SRTOs 2015). The purpose of this policy is to conduct a Pre-Enrolment Review (PER) with a prospective student to ascertain the most suitable course for that applicant to enrol in at MT. This process includes the consideration of Language, Literacy, Numeracy and Digital Literacy (LLND) skills to determine if they require additional support to assist them with their learning.

SCOPE

To meet the requirements of the Australian Skills Quality Authority (ASQA), the following MT prospective students (also referred to as applicants) are required as a part of enrolment, or prior to the commencement to undertake a PER at MT:

- Applicants applying for a VET course.
- Applicants applying for Recognition of Prior Learning (RPL).

This procedure does not apply to the following prospective students:

- Continuing students with MT, enrolling in new course.

DEFINITIONS

Suitable means the training and assessment meets the individual's needs, links to likely job and/or participation outcomes and minimises duplication of the individual's existing competencies.

Appropriate means the training and assessment is delivered to regulatory and industry standards, uses delivery modes and durations optimised for the individual's needs and includes reasonable support to facilitate the individual's participation and attainment.

Credit transfer is a process that provides students with credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes from previous studies.

Recognition of Prior Learning (RPL) is a form of assessment of the competence of a person, while providing credit is recognising the equivalence of studies previously undertaken and completed successfully.

POLICY

On application for enrolment, MT ensures that all students are able to seek admission to a course program on the same basis. Where students have particular needs, these are discussed in consultation with the student, and where appropriate, reasonable adjustments will be made in order to facilitate the student's enrolment.

MT provides high quality course services, including training and assessment that is *suitable* and *appropriate* for each Student. MT focuses on supporting a prospective student to understand how their options may affect their future and, ultimately, helping them to choose the right training. This includes being prepared to suggest, in some instances, that none of its offerings are right for an individual. Where this is the case, MT refers prospective students to relevant government websites in their jurisdiction as a good place to start to determine more suitable course options. Some example sites include:

- Australian Training Directory (<https://www.myskills.gov.au/>)
- Victorian Skills Gateway (<http://www.education.vic.gov.au/victorianskillsgateway>)

MT has implemented this procedure in conjunction with LLND and Enrolment policies and procedures to ensure that students are confirmed to be academically suited to undertake the particular course they wish to study. To ensure students are academically suited, MT's student application and enrolment processes include the requirements that:

1. The student satisfies minimum academic admission requirements; and
2. The student satisfies any other specified entry requirements for the particular course; and
3. MT reasonably believes that the student is suited to undertake the course.

Pre-Enrolment Review

MT conducts a Pre-Enrolment Review along with LLND skills prior to enrolment for each student. The Pre-Enrolment Review is designed to:

- Ensure students have the ability to communicate effectively in English at suitable level for the course;
- Ensure students understand employment pathways or opportunities the course can lead to, employer expectations and working conditions in this field of employment;
- Ensure students understand industry or regulatory requirements, such as minimum age or police checks, and hold these as relevant;
- Confirm students' aptitude for learning;
- Identify any competencies previously acquired - Recognition of Prior Learning (RPL) or Credit Transfer;
- Ascertain a suitable, and the most suitable qualification for the student to enrol in, based on:
 - the individual's existing educational attainment, capabilities, aspirations and interests;
 - due consideration of the likely job outcomes, participation and/or further study opportunities from the development of new competencies and skills;
 - being vocationally relevant and reflecting industry requirements and the workplace setting;
 - minimising duplication of the individual's existing competencies; and
 - meeting the individual's needs;
- Ascertain that the proposed learning strategies and materials are appropriate for that individual, based on:
 - providing reasonable and accessible support to facilitate the individual's participation in training and attainment of skills; and
 - the Volume of Learning, Amount of Training, duration, delivery modes, materials, facilities and equipment are sufficient:
 - to meet the individual's needs; and
 - for the individual to consolidate skills and produce job-ready competencies;
- Where the proposed learning includes portions delivered online, identify the individual's digital capability, including access to necessary technology, and where necessary identify steps to overcome any barriers in this regard; and
- Ensure students understand course expectations, methods of delivery, cost of the course, additional expenses such as personal protective equipment, location of the course, recognition of prior learning, work placement requirements and attendance requirements.

Course services are designed to build on a student's existing abilities and develop new ones. Students are not encouraged to undertake training where there is not a reasonable prospect of completion. The individual's existing educational and vocational attainment, other demonstrated capabilities, career aspirations and general interests are considered in course selections and services planning.

MT does not enrol a student in a course or qualification that is not suitable or inappropriate for that student. The Pre-Enrolment Review and LLND Test are completed, and the outcomes known and documented, prior to acceptance of the student's enrolment application.

The Pre-Enrolment Review is a comprehensive assessment where MT genuinely seeks to understand a student's training needs. It's a conversation that encourages students to reflect on their own aspirations and guides their selection of suitable training.

The Pre-Enrolment Review is undertaken by skilled MT personnel who provide impartial advice and translate a student's ideas about their future into tangible and suitable choices.

PROCEDURE

The Pre-Enrolment Review process is completed using Pre-Enrolment Review Form, and this process encompasses:

- Student identification confirmation;
- Course information & requirements;
- Identifying Students' existing educational attainment, capabilities, aspirations and interests and individual needs;
- LLND assessment results;
- Previous competencies, Credit Transfer application (if relevant) and Recognition of Prior Learning application (if relevant);
- Employer engagement (if relevant);
- Government support eligibility (if relevant); and
- Final planning, course confirmation and enrolment decision.

Student Identification Requirements

A number of MT processes require identification to be confirmed and verified identification evidence to be retained on file on admission to any nationally recognised course program. This may include:

- Evidence of student identity (for example, photo identification);
- Evidence of student eligibility to participate (for example, citizenship); and
- Evidence of pre-requisites being met (for example, previous qualifications/study).

Student identity is confirmed as an initial step in the Pre-Enrolment Review process.

Course Information

During the *Pre-Enrolment Review* process, general and course specific information is explained in detail and student queries answered. This generally includes:

- Explanation of course content, competency standards, timelines and stakeholders;
- Outline of entry requirements and admission requirements;
- Duration of course and the delivery mode of course;
- Identification of specific resource requirements for the course;
- Explanation of assessment procedures relevant to course;
- MT's procedures and processes; and
- Fees, charges and refunds information.

Identifying Individual Student's Needs

Prior to enrolment MT provides advice to the prospective client about the training product(s) appropriate to meeting the student's needs, taking into account the individual's existing skills and competencies. As a part of this process, MT ascertains and consider the individual's existing educational and vocational attainment, other demonstrated capabilities, career aspirations and general interests.

To maximise the chance of students successfully completing their training, MT:

- Identifies any support individual students need prior to their enrolment; and
- Provides access to that support throughout their training.

Student Enrolment Information Collection

All prospective students must complete and provide relevant enrolment information and personal data as a part of their enrolment application. This includes relevant AVETMISS data collection information and relevant student identifiers including the USI.

Prospective students use the *Enrolment Application Form* for the initial application. This form once received is the basis of the student's enrolment information and is used by MT representatives as a component of the re-Enrolment Review, as it provides significant information on the student's background, prior skills and qualifications, current employment status and particular special needs.

The *Enrolment Application Form* is signed by the student as a part of the Enrolment process, to confirm that the information being provided is a true and accurate record relating to their individual situation. This confirms the application process, but does not constitute formal acceptance of the student's enrolment into the course.

Students' Needs

As a component of this process, MT determines the amount of training it will provide to each student with regard to:

- The existing skills, knowledge and the experience of the student;
- The academic suitability of the student;
- The mode of delivery; and
- Where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

MT provides a range of educational and support services to its students that include, but are not limited to:

- Pre-Training materials;
- Study support and study skills programs referrals;
- Language, literacy, numeracy and digital literacy (LLND) programs or referrals to these programs;
- Equipment, resources and/or programs to increase access for students with disabilities and other students in accordance with access and equity;
- Learning resource centres including online portals;
- Mediation services or referrals to these services;
- Flexible scheduling and delivery of training and assessment;
- Counselling services or referrals to these services;
- Information and communications technology (ICT) support;
- Learning materials in alternative formats, for example, in large print;
- Learning and assessment programs contextualised to the workplace; and
- Any other services that MT considers necessary to support students to achieve competency.

Support services are made available either directly or via arrangements with a third party. MT's individual needs process includes:

- Identifying particular requirements such as literacy, numeracy, English language, digital literacy or physical capabilities students would need to complete each course;
- student learning styles and identification of any special learning needs; and
- Developing strategies to make support available where gaps are identified.

Language, Literacy, Numeracy and Digital literacy (LLND) Assessment Results

As a component of the Enrolment process, MT reviews all enrolment applications to ensure course admission requirements relating to the student's academic suitability are being met prior to acceptance of a student into a course. As part of admission requirements at MT, students are required to complete an *Australian Core Skills Framework (ACSF)* aligned

Language, Literacy, and Numeracy and Digital Literacy Skills Framework (DLSF) aligned *Digital Literacy (LLND)* Assessment to ensure that the student has the ability to complete the course.

Please refer to MT's *Language, Literacy, and Numeracy and Digital Literacy (LLND)* policy. During the Pre-Enrolment Review, LLND test results will be discussed with the students. This test is mapped directly to ACSF levels requirements, at the levels that are confirmed relevant to the specific ACSF levels of the courses to which the application relates.

For students undertaking the MT designed LLND test as part of the Pre-Enrolment Review instead of systematic online LLND test, this assessment will be undertaken:

- Via paper-based or online quiz depending on the student's application preference;
- Individually by the student after identification has been confirmed; and
- Under the direct supervision of an MT representative to ensure the authenticity of the assessment results.

Results of Assessments

For all assessment undertaken as outlined above, the results of the assessment are reported to the student as soon as practicable after the assessment has occurred.

If the student is unable to complete the LLND Assessment satisfactorily, the relevant MT representative will complete a further *LLND Assessment Report*, making recommendations on required actions that may include:

- Refusal to process the student's application for enrolment, on the basis that the student has not met the entry requirements to support their successful completion of the course; or
- The required strategies and actions to be taken to assist the student to be able to complete the course, if this option is possible under course admission requirements.

The *LLND Assessment Report* is provided as soon as practicable to the administration to make a final determination on the report's recommendations within five working days.

If the student's application for enrolment is rejected, reasons for this rejection will be provided in writing, with information including instructions on how to provide a further complaint regarding this decision.

Regardless of the outcome of the assessment result or outcome of the student's application for enrolment, MT retains all records of assessments undertaken and their results for a minimum of 5 years after the completion of the process.

Reasonable Adjustments

There may be times and situations in which a student may require 'reasonable adjustment' of the training and assessment methods implemented by MT to meet their specific individual needs. Please refer to the *Access and Equity Policy* for further information.

Credit Transfer

As a component of the *Pre-Enrolment Review* process, MT ensures students are not required to repeat any unit or module in which they have already been assessed as competent, unless a regulatory requirement or license condition (including industry licensing schemes) requires this.

Where a student provides suitable evidence that they have successfully completed a unit or module at any RTO, MT provides credit for that unit or module. In some cases, licensing or regulatory requirements may prevent a unit or module being awarded through a credit process.

MT is not obliged however to issue a qualification or statement of attainment that is achieved wholly through recognition of units and/or modules completed at another RTO or RTOs.

Note that providing credit for previous studies is not a Recognition of Prior Learning (RPL) process. Please refer to *RPL and Credit Transfer policy* of MT for further details.

Verification of Documentation

MT recognises verified testamurs from other Registered Training Organisations. This applies to all cases, including students seeking credit transfer for previous study, and personnel documentation.

Before providing credit on the basis of a qualification, statement of attainment or record of results, MT authenticates the information in the document. When verifying testamurs of nationally recognised qualifications or statements of attainment from other RTOs, MT personnel are required to:

1. Sight the *original* certificate/statement of attainment from which credit transfer is being sought;
2. Confirm the authenticity of the document with the relevant issuing registered training organisation;
3. Ensure the unit codes on the previous certificate/statement of attainment are highlighted as the unit codes being sought for credit transfer;
4. Take a copy of the certificate/statement of attainment and certify this document by signing and dating that the certificate/statement of attainment has been verified, with the statement "is a true and accurate copy of the original".

On conclusion of this process, a Statement of Fees is then prepared by MT in order to make a formal enrolment offer to the prospective student and the relevant supporting employer, if any.

Non-Acceptance of Enrolment Application

Should the prospective student not be accepted into the course program they have applied for, the individual will be provided with formal notice of this non-acceptance in writing;

- With reasons provided for this non-acceptance;
- With any alternate options or actions recommended by MT; and
- With relevant information on how the prospective student may raise a complaint or seek to have the decision reviewed.