

Pre-Training Review and Foundation Gap Analysis

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Introduction

Context

This procedure describes the administrative processes for conducting a Pre-Training Review with students enrolling in one or more Australian Qualifications Framework (AQF)-level units.

Purpose

TAFE Gippsland staff will use the Pre-Training Review to identify the likelihood of the Learner to be able to complete their enrolment, and to address concerns raised prior to enrolment.

Eligibility is based on the completion of a Pre Training Review (PTR) and Language, Literacy and Numeracy (LLN) result to determine suitable training options for the Learner.

Scope

This procedure covers an overview of the following actions:

- A Conducting the Pre-Training Review
- B Identifying the triggers for a Foundation Skills Assessment
- C Discussing the needs and advantages of Foundation Skills Assessment to vocational outcomes
- D Conducting the Foundation Skills Assessment
- E Performing a gap analysis of foundation-level skills
- F Outcomes of foundation level skills gap(s)

Policy

1. As a Registered Training Organisation, TAFE Gippsland adheres to principles of access and equity and maximises outcome for its students. TAFE Gippsland will:
 - establish the needs of clients, and deliver services to meet these needs; and
 - ensure that learners receive training, assessment and support services that meet their individual needs.
2. For each Learner enrolling in a vocational qualification, regardless of eligible or ineligible status under the Victorian Training Guarantee, TAFE Gippsland will conduct a Pre-Training Review of current competencies (including literacy and numeracy skills) prior to enrolment in training (2018-19 TAFE VET Funding Contract , Schedule 1, 5.1 - 5.6).

3. The Pre-Training Review will:
 - identify any competencies previously acquired (Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) or Credit Transfer);
 - ascertain the most suitable qualification for that Learner to enrol in, including consideration of the likely job outcomes from the development of new competencies and skills; and
 - ascertain that the proposed learning strategies and materials are appropriate for that individual.
4. When the Pre-Training Review identifies that a Learner may not have the Foundation skills required, the Learner will be referred to an Australian Core Skills Framework (ACSF) specialist in the Student Advisory Team for further support.
5. When a gap exists between the Learner's assessed ACSF level and the ACSF levels required within the vocational qualification (whether in any one, or a combination, of ACSF-assessed skills), TAFE Gippsland will recommend appropriate strategies for the Learner. Dependent on the outcomes of the Pre-Training Review and needs gap of the Learner, recommendations may include:
 - co-enrolment in an appropriate Foundation-skills course;
 - choosing not to enrol in the vocational qualification, enrolling instead with a Foundation course to build language, literacy and numeracy skills;
 - advice that the application will receive appropriate training within their desired qualification to meet the graduate ACSF level standards;
 - advice that the Learner is not suited to the suggested course, and that the Learner will be enrolling against the recommendation of TAFE Gippsland; or
 - where the learner is seeking to enrol in Victorian Training Guarantee (VTG) training that is "at an inappropriate level for that student" then the Institute will not enrol the learner in that course. Where the course is too high for the learner's current ACSF levels, the Institute but will seek to assist the learner to achieve the requisite level through some mix of the prior mentioned recommendations (2018 -19 TAFE VET Funding Contract, Schedule 1, 5.4).
 - it is determined that a Learner's assessed level from the ACSF is described as 'exit level', the Learner is capable of undertaking a qualification one (1) AQF level above that assessed. e.g. ACSF assessed level 3, may undertake a AQF level 4 qualification.
 - if the ACSF gap is too large, e.g. two ACSF levels or multiple ACSF levels are below the required level for the nominated course then the ACSF specialist may determine that specific foundation skills support is required.

Procedure

A: Conducting the Pre-Training Review

On receiving an application, either on-line, in person, or written, for any vocational qualification (or part thereof), the nominated trainer will contact the Learner within two days.

Contact with the Learner may be in person, by phone, or by email. In all cases, the trainer must lead the Learner through the TL 040 Form 1 Pre-Training Review Checklist as the Learner does not have the knowledge required to complete the documentation independently.

The Pre-Training Review Checklist identifies:

- whether the Learner has previously completed a vocational qualification or an equivalent, which by its completion indicates that the Learner meets the ACSF standards for that qualification. (ACSF standards for individual course need to be checked through the Training.gov website or if delivered by TAFE Gippsland in the relevant Training and Assessment Strategy (TAS) document).
- the AQF-level to which the Learner aspires.
- the suitability of the vocational qualification to meet the needs and wants declared by the Learner.
- RPL, RCC and Credit Transfer information.
- barriers that the Learner may face in the successful completion of the qualification.

B: Identifying the triggers for a Foundation Skills Assessment

The triggers for referral for further Foundation Skills Assessment are listed in the Pre-Training Review Checklist.

The possible outcomes for the trainer upon completing the Pre-Training Review Checklist with the Learner are:

1. The Learner meets the requirements of the course and can proceed with the application and enrolment process.
2. The Learner meets the needs for a Foundation Skills Assessment. The trainer will discuss with the Learner why a Foundation Skills Assessment is required, and will refer the Learner to an ACSF Specialist in the Student Advisory Team for assessment (see C: Discussing the needs and advantages of Foundation Skills Assessment to vocational outcomes).
3. The Learner is not likely to meet the outcome(s) they desire in completing the qualification. The trainer will discuss with the Learner either:
 - a. the Learner's motivations and goals, and whether these can be met with other training (subject to Victorian Training Guarantee Guidelines); or
 - b. the availability of individual AQF units to meet a skill need; or
 - c. not enrolling at TAFE Gippsland at this time.

4. The Learner has other (non-Foundation skills) barriers to learning. The trainer will discuss with the Learner:
 - a. alternate methods of study; and/or
 - b. the availability of individual AQF units to meet a skill need; and/or
 - c. support from the Student Support Services ; and/or
 - d. reasonable accommodations to teaching and assessment that provide the same outcomes, but meet the Learner's needs.

C: Discussing the needs and advantages of Foundation Skills Assessment to vocational outcomes

If the need for a Foundation Skills Assessment is identified in the Pre-Training Review Checklist, then the trainer will discuss why there is a need for the referral, and the benefits of this to the Learner. The timelines and responsibilities of the Learner will also be detailed.

Need for Foundation Skills Assessment

A Learner will be referred for Foundation Skills Assessment in order that an informed choice can be made on suitability of enrolment in a nominated vocational course or courses.

The Learner will be advised:

- TAFE Gippsland uses Foundation Skills Assessment based on the Australian Core Skills Framework (ACSF).
- The ACSF is designed to report on a Learner's skills in Learning, Reading, Writing, Oral Communication and Numeracy.
- After the Foundation Skills Assessment, there will be a record of the Learner's core skill levels.
- The Learner's core skill levels will be compared to the skill levels required to complete the vocational qualification (or part thereof).
- If there is a gap between the Learner's skills and the skills required in the qualification, then further support will be offered to the Learner should enrolment proceed.

Benefits of Foundation Skills Assessment

Assuming that the Foundation Skills Assessment shows that there is a gap between the Learner's skills and the skills required in the qualification, the Learner will be advised:

- That, subject to the two course rule, co-enrolment in appropriate Foundation-skills to provide targeted support can occur.
- The targeted support will be contextualised within the vocational qualification being attempted, which will maximise the Learner's chances of success.
- If co-enrolment is not possible (either due to the two course-rule, or the assumption that the Learner will meet the ACSF requirements in the

course of their training), then the Learner and the trainers will have a sense of the Learner's needs.

Timelines

- The Foundation Skills Assessment will occur according to the following guidelines:
- Referral by the trainer to an ACSF specialist in the Student Advisory team and subsequent contact with the Learner by an ACSF specialist within two business days.
- Meeting and assessment, or assessment available on-line, within five business days of initial contact by the ACSF specialist, subject to the Learner's availability. **(Please note that only the Reading, Writing and Numeracy components can be completed online – Learning and Oral Communications skill levels must be assessed in person or via telephone interview)**
- Follow up by the trainer within two business days of the Foundation Skills assessment, subject to the Learner's availability.

Responsibilities of the Learner

The Learner, after agreeing to the Foundation Skills Assessment, agrees to:

- Be contacted by an ACSF specialist from the Student Advisory team to arrange interview and assessment.
- To complete a Foundation Skills Assessment and Interview

Should a Learner decide to not undergo the referral or Foundation Skills Assessment procedure, TAFE Gippsland will record that the advice was proposed and rejected by the Learner. Should the Learner then decide to enrol in their vocational qualification, it will be recorded on the Learner's Pre-Training Review that enrolment was against the advice of TAFE Gippsland.

D: Conducting the Foundation Skills Assessment

Following referral from the trainer who conducted the Pre-Training Review, the Learner will be contacted by an ACSF-specialist from the Student Advisory Team.

At the referral meeting, either by phone or in person, the ACSF-specialist will confirm with the Learner the Learner's knowledge of the needs and advantages of the Foundation Skills Assessment, as detailed in section C: Discussing the needs and advantages of Foundation Skills Assessment to vocational outcomes.

Where appropriate to the Learner's circumstances or course preference the ACSF-specialist may choose to use other assessment tasks in conjunction with the Institute's Foundation Skills Assessment Tools.

The Learner will be given appropriate facilities and time to conduct the Foundation Skills Assessment, whether on-line or paper-based. If support is needed due to access and equity issues, this will be provided by TAFE Gippsland (e.g. modified format, Disability Support Worker).

The Learner will be told of the day the results will be communicated (within five working days of the Foundation Skills Assessment). The Learner may choose to return to TAFE Gippsland for the results, or receive them by phone or e-mail.

E: Performing a Gap Analysis of Foundation-level Skills

On completion of the Foundation Skills Assessment of the Learner, the ACSF-specialist will assess the Learner's ACSF level.

The Foundation Skills Assessment tools are mapped to indicate ACSF levels. This allows the ACSF-specialist to:

1. analyse the presenting skills of the Learner; and
2. develop a Foundation-skills profile of the Learner; and
3. compare the Foundation-skills profile of the Learner with the nominated ACSF-levels expected on completion of the vocational qualification being sought by the Learner; and
4. develop (in consultation with the original trainer, if required), an Individual Learning Plan (TL 040 form 2) that **details the minimum Foundation-skills required** for the Learner to complete their vocational qualification.

In choosing the unit(s) that will meet the Learner's minimum Foundation-skills requirements, choices can be selected from:

- LLN support through the LLN team in the Student Advisory Team
- Certificates in General Education for Adults
- VCAL Foundation
- Certificates in Mumgu-dhal Tyama-tiyt (Learners identifying as Aboriginal or Torres Strait Islander)
- Certificate I in Work Education or Transition Education (Learners identifying as having a disability).

The Learner's completed Foundation-skills Individual Learning Plan will then be discussed with the original trainer. A delivery strategy will be developed that meets the Foundation-skills needs of the Learner, and the Training and Assessment Strategy for the vocational qualification.

In some cases, a Learner may benefit from undertaking Foundation skills training if there is a gap on ACSF level between their existing performance and the level required to successfully complete a qualification, e.g. a Learner with ACSF level 1 skills enrolling in Certificate I CGEA Introductory (exit ACSF level 2).

In other cases, the ACSF specialist may deem it unnecessary to provide Foundation skills training unless there is more than one ACSF level difference between the existing level of a Learner and the level needed to successfully complete a qualification/course. For example, a Learner in Certificate III Bricklaying/ Blocklaying may have lower ACSF numeracy levels than needed to successfully complete the course but the ACSF specialist may determine

that the VET course delivery will address the contextualised numeracy needed so that the Learner will be able to successfully complete without needing specific Foundation skills delivery support.

It is important to note that after discussion with the trainer, the ACSF-specialist may recommend that no co-enrolment in Foundation is required, should it be determined that the VET course delivery will address the contextualised Foundation-skills needs.

The completed delivery strategy will be either:

- integrated with the delivery of the vocational qualification (or part thereof). This is the preferred option at TAFE Gippsland; or
- delivered as standalone training; or
- a mixture of integrated and standalone training.

Integrated delivery can include in-class support or referral to The Student Support Services Team.

Standalone training can include: self-paced on-line, classroom attendance in relevant Foundation classes, or study sessions at specific times via The Student Support Services Team – negotiated tutorial sessions with LLN or disability staff.

F: Outcomes of Foundation-level Skills Gap(s)

An appropriate Individual Learning Plan will be developed by the ACSF-specialist and the trainer. This plan will be presented to the Learner for consideration and is **required within two business days of the Learner sitting the Foundation Skills Assessment.**

To present the Individual Learning Plan, the following considerations will be discussed with the Learner:

- the outcome(s) of the Foundation Skills Assessment, indicating any gap(s) identified; and
- the nature of the gap(s), and how the gap(s) will reduce the likelihood of completion of the vocational course; and
- the proposed delivery strategy, including delivery hours and participation requirements, and any cost to the Learner; and
- the ramifications to the Learner under the two course rule, if the Learner is eligible for government-subsidised training for courses under the Victorian Training Guarantee.

The Learner will then make an informed decision given the recommendations. Should a Learner decide not to follow the advice in the Training Plan, TAFE Gippsland will record that the advice was proposed and rejected by the Learner. Should the Learner then decide to enrol in their vocational qualification, it will be recorded on the Learner's Pre-Training Review that enrolment was against the advice of TAFE Gippsland.

Reference and Supporting Information

Definitions

Term	Definition
ACSF	The Australian Core Skills Framework describes levels of performance in the five core skills of: learning, reading, writing, oral communication and numeracy. All AQF-level qualifications at TAFE Gippsland have an ACSF summary against these key skills that a student is expected to show on completion of the qualification / units.
ACSF Specialist	Trainers at TAFE Gippsland who have received training in the ACSF and its implementation. An ACSF Specialist is skilled in the Australian Core Skills Framework, and continues currency with regular professional development. The ACSF Specialist regularly conducts ACSF-based assessment and Foundation skills enrolments.
AQF	Authorised Enrolment Officer – A TAFE Gippsland staff member who has been trained in the enrolment procedure and is authorised through registration on the TAFE Gippsland list of Authorised Enrolment Officers to complete and sign enrolments.
Foundation Skills	Foundation skills training means those qualifications and courses listed on the Department's Foundation Skills List, which is published on SVTS. Foundation skills training is delivered to support learners in improving some or all of their foundation skills, for example core skills as described in the Australian Core Skills Framework (ACSF) skill levels and/or digital literacy. Delivery may be stand alone or be integrated with vocational training
Foundation Skills Gap Analysis	Foundation skills training means those qualifications and courses listed on the Department's Foundation Skills List, which is published on SVTS. Foundation skills training is delivered to support learners in improving some or all of their foundation skills, for example core skills as described in the Australian Core Skills Framework (ACSF) skill levels and/or digital literacy. Delivery may be stand alone or be integrated with vocational training.
Language, Literacy and Numeracy	Language, Literacy and Numeracy (LLN) are the skills of communication, reading, writing and using numbers underpinning everyday interactions. For each vocational qualification, or part thereof, offered by TAFE Gippsland, it is recognised that there is a minimum level of LLN skills needed to successfully complete the constituent unit(s).
Pre-Training Review	When a Learner indicates that they wish to enrol in a vocational qualification (or part thereof), TAFE Gippsland will conduct a Pre-Training Review of current competencies including Foundation Skills prior to commencement in training. The Pre-Training Review is a conversation between trainer and Learner facilitated through completion of TL 040 Form 1 Pre-Training Review Checklist. The aim of the Pre-Training Review is to: <ul style="list-style-type: none"> • identify any competencies previously acquired (Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) or Credit Transfer); • ascertain the most appropriate qualification for that Learner to enrol in, including consideration of the likely job outcomes from the development of new competencies and skills; and

- ascertain that the proposed learning strategies and materials are appropriate for that individual.

SMS	TAFE Gippsland Student Management System
Student ID No	Identification number issued to student upon first entry of details into SMS. This number is unique to the student and will be their ID for all of their applications and enrolments at TAFE Gippsland.
Individual Learning Plan	Completed by the ACSF specialist, the Individual Learning Plan (ILP) identifies the minimum Foundation skills matched to the Learner's Foundation skills gap. It will include: <ul style="list-style-type: none"> units mode of delivery start /end dates and duration the skills to be covered in the units
Training Plan	Completed by trainers, a Training Plan identifies the course units/modules that the student is enrolled in. It identifies the course code(s), session, team, attendance mode, funding source, campus and time. The Training Plan also incorporates the start and end dates of units/modules and materials fees
VET in Schools Enrolments	Fee for service, third party enrolments where the Fee Payment Arrangement is with the auspicing school, as evidenced by a Partnership/RTO Agreement. Processed by the VET Co-ordinator. Fees must be set to zero on the individual enrolment form, except some materials fees.

Supporting Documents

From the Department of Education and Early Childhood Development (DEECD):

- 2018 – 19 TAFE VET Funding Contract
- 2018 Guidelines about Determining Student Eligibility and Supporting Evidence
- 2018 Guidelines about Fees
- 2018 Guidelines about Apprenticeship/Traineeship Training Delivery

Forms and Templates

Pre-Training Review Checklist	TL 040 Form 1
Training Plan	Generated from SMS
Individual Learning Plan	TL 040 Form 2

Responsibility

Director, Academic Governance

Document Version Control Table

Item	Summary of Update	Version Control	Revised Date
1	Procedure Developed	V1.0	24/11/2014
2	Procedure updated	V1.1	24/10/208
3	Rebranded from Federation Training to TAFE Gippsland	V2.0	24/06/2019