

Pre-Enrolment Suitability, Foundation Skills & Student Support Policy

1. Purpose

The purpose of this policy is to ensure that students considering enrolment with AusQ Training are provided with sufficient information to make an informed decision about whether a training product is suitable for their existing skills, knowledge, experience, learning needs and circumstances.

AusQ Training recognises that students may have different levels of foundation skills and that identifying these needs before training commences assists the organisation to:

- identify whether a student is appropriately suited to the training product;
- identify foundation skill support requirements;
- determine whether reasonable adjustment may be required;
- support students to successfully participate in and complete their training;
- minimise the risk of students undertaking training that is unsuitable for their current capabilities;
- protect student wellbeing; and
- ensure the integrity and quality of the training product is maintained.

AusQ Training's approach is designed to support students rather than unnecessarily restrict access to training.

2. Scope

This policy applies to:

- all prospective students seeking to enrol with AusQ Training;
- all AusQ Training staff involved in student enquiries, enrolment, administration, training and assessment;
- trainers and assessors;
- the RTO Manager and Compliance personnel; and
- all training products delivered by AusQ Training.

The policy applies before enrolment and throughout the student's learning journey where additional support needs are identified.

3. Policy Statement

AusQ Training will ensure that students have access to clear and accurate pre-enrolment information about the training product, including relevant entry requirements, skills, knowledge, competencies, physical or practical requirements, where applicable, and any other requirements that may affect their ability to successfully participate.

Where appropriate, AusQ Training will undertake a Pre-Enrolment Self-Evaluation to identify a student's current Reading, Writing, Numeracy and Digital (LLND) capabilities.

The Pre-Enrolment Self-Evaluation is not a pass/fail assessment and will not be used in isolation to automatically refuse enrolment.

The purpose of the process is to:

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1. identify the student's current foundation skills;
2. identify potential barriers to learning;
3. determine whether additional support or reasonable adjustment may be appropriate;
4. assist trainers and assessors to plan appropriate learning support; and
5. determine whether the student has the foundation skills necessary to participate successfully in the training product.

Where a student's identified needs cannot reasonably be accommodated without compromising the requirements, integrity or quality of the training product, AusQ Training may determine that enrolment is not currently suitable.

Any such decision will be based on documented evidence and communicated respectfully to the prospective student, including information about appropriate external support services where available.

4. Pre-Enrolment Information

AusQ Training will provide prospective students with information that allows them to make an informed decision about whether a course is suitable for them.

- Information may be provided through:
 - the AusQ Training website;
 - course information pages;
 - email information and templates;
 - enrolment confirmation information;
 - booking confirmations;
 - direct communication with AusQ Training staff; and
 - other approved student information materials.

Depending on the training product, information may include:

- course title and outcome;
- training product requirements;
- entry requirements and prerequisites;
- required licences, qualifications, experience or competencies;
- expected foundation skills;
- practical requirements;
- physical requirements where relevant to the training product;
- delivery arrangements;
- assessment requirements;
- expected level of independent learning;
- equipment or technology requirements;
- reasonable adjustment information;
- support available through AusQ Training; and
- external support services where additional foundation skill development may be required.

Information must be accurate, current and consistent with the relevant training product and AusQ Training's scope of registration.

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5. Pre-Enrolment Self-Evaluation

5.1 Purpose

AusQ Training will use a Pre-Enrolment Self-Evaluation process to identify a prospective student's current foundation skills and determine whether additional support may be required.

The self-evaluation will consider:

- Reading;
- Writing;
- Numeracy; and
- Digital skills.

The self-evaluation may also consider other relevant skills or attributes where these are necessary for successful participation in the specific training product.

5.2 Self-Evaluation is Not a Pass/Fail Assessment

The Pre-Enrolment Self-Evaluation is a guidance and support tool.

It is not intended to:

- issue a competency outcome;
- provide a qualification or unit result;
- operate as a formal assessment;
- automatically exclude students based solely on a numerical score; or
- replace the professional judgement of a suitably qualified trainer or assessor.

The results provide AusQ Training with information to determine the level of support a student may require and whether reasonable adjustment can appropriately be provided.

6. Alignment to AQF Level

AusQ Training will consider the expected foundation skills of the training product in the context of the relevant AQF level and the actual requirements of the unit or course.

The highest applicable AQF level identified for the relevant training product will be used as a reference point when determining the expected level of foundation skills.

Staff responsible for reviewing pre-enrolment suitability must refer to the current approved AQF/training product when determining expected foundation skills.

The AQF level will not be used as the sole determinant of student suitability. The actual requirements of the training product, delivery method, assessment requirements and student's individual circumstances must also be considered.

Further information regarding AQF levels is available from the Australian Qualifications Framework website:

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<https://www.aqf.edu.au/framework/aqf-levels>

7. Review of Self-Evaluation Outcomes

Where a student's self-evaluation identifies potential support needs, AusQ Training will consider:

- the student's identified foundation skill level;
- the requirements of the training product;
- the AQF level;
- the student's prior learning and experience;
- the mode of delivery;
- the assessment requirements;
- the student's ability to participate safely and effectively;
- whether reasonable adjustment can be provided;
- whether additional learning support can be provided; and
- whether providing support or adjustment would compromise the integrity or requirements of the training product.

The outcome may include:

Outcome 1 – Suitable

- The student demonstrates skills and capabilities consistent with the requirements of the training product.
- The student may proceed with enrolment.

Outcome 2 – Suitable with Support

- The student may require additional support but can reasonably participate in and complete the training product.
- AusQ Training will identify and implement appropriate support or reasonable adjustment.

Outcome 3 – Further Discussion Required

- The information provided indicates that further discussion with the student is required before enrolment.
- A trainer, assessor or appropriate AusQ Training representative may contact the student to better understand their circumstances and determine appropriate support.

Outcome 4 – Not Currently Suitable

- The student does not currently demonstrate the foundation skills or other capabilities necessary to participate successfully in the training product, and reasonable adjustment or support cannot be provided without compromising the requirements or integrity of the training product.
- In this circumstance, AusQ Training may decline or defer enrolment.
- The decision must be documented and explained to the student.

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8. Reasonable Adjustment and Student Support

AusQ Training is committed to providing reasonable adjustment where appropriate to support student participation.

Refer to Policy for Reasonable Adjustment | [AusQ_POL_Reasonable_Adjustment.docx](#)

9. When Enrolment May Not Be Appropriate

AusQ Training recognises that there may be circumstances where a student's identified foundation skills or other capabilities are insufficient for the student to successfully participate in the training product.

Enrolment may be declined or deferred where:

- the student does not have the necessary foundation skills;
- the student cannot reasonably participate in the required learning or assessment activities;
- required reasonable adjustment cannot be provided;
- additional support cannot reasonably address the identified gap;
- the student's participation would compromise the integrity or requirements of the training product;
- safety requirements cannot be appropriately managed; or
- another mandatory entry requirement has not been met.

A decision must be based on the requirements of the specific training product and the student's circumstances rather than an arbitrary LLND score.

10. Communication of an Unsuccessful Enrolment Decision

Where AusQ Training determines that a student is not currently suitable for enrolment, the student will be provided with clear and respectful information explaining:

- the reason for the decision;
- the relevant skill, knowledge, competency or other requirement that has not been met;
- why AusQ Training cannot reasonably address the identified gap through support or reasonable adjustment;
- any relevant steps the student may take to develop the required skills; and
- available external support services, where appropriate.

Students will not be disadvantaged or treated unfairly because they have identified foundation skill support needs.

Where appropriate, students may be encouraged to undertake further foundation skills development and re-apply for enrolment when they are better prepared to participate successfully.

11. External Support Services

AusQ Training will maintain information about relevant external foundation skills and support services.

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Information about these services will be made available through appropriate student communication channels, which may include:

- the AusQ Training website;
- pre-enrolment information;
- information emails;
- booking confirmations; and
- direct communication with students.

Staff must use the current approved list of external support services and should not provide advice outside their role or professional competence.

12. Recording Requirements

The Pre-Enrolment Self-Evaluation and any associated decisions or support arrangements will be recorded in aXcelerate AusQ Training's student management system.

Records may include:

- completion of the Pre-Enrolment Self-Evaluation;
- identified support needs;
- relevant student discussions;
- suitability decisions;
- reasonable adjustment requirements;
- support strategies;
- referrals or information provided to the student;
- enrolment decisions; and
- relevant follow-up actions.

Records must be sufficiently detailed to demonstrate that AusQ Training considered the student's individual circumstances and the requirements of the training product.

Access to student information will be restricted to authorised personnel based on their role and responsibilities.

12.1 Student Support Contact Persons

AusQ Training will nominate appropriate staff members as contact persons for students seeking support throughout their learning journey. Students may raise support needs with their allocated Trainer/Assessor, the RTO Manager, or another appropriate AusQ Training staff member.

The nominated contact persons and their support responsibilities are:

Trainer / Assessor – Learning and Training Support

The Trainer/Assessor allocated to the student's course is the first point of contact for learning and training support needs. This includes identifying and responding to foundation skill needs, learning barriers, reasonable adjustment requirements and other matters that may affect the student's ability to participate and successfully complete their training.

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Where the Trainer/Assessor identifies that additional support, intervention or management involvement is required, the matter will be escalated to the Company and QA Lead.

RTO Manager – Wellbeing Support

The RTO Manager is the primary contact for students requiring wellbeing or personal support. The RTO Manager will provide appropriate assistance within the organisation's role and responsibilities and coordinate further support or referral where required.

Where additional assistance or oversight is required, the RTO Manager may escalate the matter to the Compliance QA Lead and/or Company Directors.

Compliance and QA Lead / Company Directors – Escalated Support

The Compliance and QA Lead and Company Directors may provide additional oversight, guidance and assistance for complex or escalated student support or wellbeing matters, as required.

AusQ Training will ensure that students are informed of the appropriate support contacts and are able to raise concerns or request assistance without disadvantage. Support matters will be managed respectfully, confidentially and in accordance with AusQ Training's privacy, confidentiality and records management requirements.

All identified support needs, actions, referrals and follow-up activities will be recorded in aXcelerate where appropriate and in accordance with Section 12 of this Policy.

13. Trainer and Assessor Responsibilities

Trainers and assessors are responsible for:

- reviewing relevant pre-enrolment information;
- considering identified foundation skill needs;
- identifying appropriate support strategies;
- implementing reasonable adjustment where appropriate;
- monitoring student participation and progress;
- escalating concerns where a student's needs cannot be appropriately supported;
- maintaining accurate records in aXcelerate; and
- ensuring support does not compromise the integrity of the training product or assessment requirements.

Trainers and assessors must not make assumptions about a student's capability based solely on the outcome of the Pre-Enrolment Self-Evaluation.

14. Administration Responsibilities

Administration staff are responsible for:

- providing current pre-enrolment information;
- issuing the Pre-Enrolment Self-Evaluation where required;
- ensuring completed information is recorded in aXcelerate;
- identifying matters requiring trainer or management review;
- providing approved support information to students; and
- maintaining appropriate records.

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Administration staff must escalate suitability decisions to an appropriately authorised trainer, assessor or manager where professional judgement is required.

15. Student Responsibilities

Students are expected to:

- provide honest and accurate information during the pre-enrolment process;
- disclose relevant learning or support needs where they are comfortable doing so;
- participate in discussions about reasonable adjustment or support;
- advise AusQ Training if their circumstances change; and
- engage with recommended support strategies where appropriate.

Students are not required to disclose information beyond what is reasonably necessary to determine their ability to participate in the training product and identify appropriate support.

16. Confidentiality and Privacy

Information collected through the Pre-Enrolment Self-Evaluation will be treated as confidential student information.

AusQ Training will:

- collect only information reasonably required for the purpose;
- limit access to authorised personnel;
- store information securely within aXcelerate and approved systems;
- use information only for legitimate training, support, compliance and administrative purposes; and
- manage information in accordance with AusQ Training's privacy and records management requirements.

17. Monitoring and Continuous Improvement

AusQ Training will periodically review the effectiveness of its pre-enrolment suitability and foundation skills processes.

Monitoring may include:

- reviewing student outcomes;
- reviewing support requirements;
- analysing withdrawals and non-completions;
- reviewing student feedback;
- reviewing trainer feedback;
- monitoring reasonable adjustment arrangements;
- reviewing enrolment decisions;
- identifying recurring foundation skill gaps; and
- reviewing changes to training products or regulatory requirements.

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Where issues or trends are identified, AusQ Training will implement appropriate corrective or improvement actions.