PRE-ENROLMENT ASSESSMENT FOR VOCATIONAL EDUCATION AND TRAINING STUDENTS POLICY AND PROCEDURE

CONTENTS

1 PURPOSE

1.1 This policy and procedure establishes a consistent method of pre-enrolment testing, aligned to the Australian Core Skills Framework (ACSF), allowing CQUniversity to give appropriate enrolment advice which reflects a prospective student's core skills. This is to ensure that prospective students enrol in the qualification in which they will have the greatest chance of success.

1.2 The pre-enrolment process allows CQUniversity to identify areas of educational need related to core skills and ensures that students are referred to the appropriate support. Vocational Education and Training (VET) Teachers are informed and given the option of support from the Language, Literacy and Numeracy (LLN) Coordinator when addressing student literacy and numeracy needs.

2 SCOPE

2.1 All new VET students wishing to enrol in a VET course from Certificate I through to Advanced Diploma are required to provide evidence of an equal or higher qualification or complete a pre-enrolment assessment aligned to the ACSF.

2.2 All students needing to complete the pre-enrolment assessment must provide their Unique Student Identifier (USI) and have it validated prior to being granted access to the online pre-enrolment assessment. Students

can be granted access to complete the online assessment at first contact with an enrolment officer if they can provide their USI. Students exempt from completing pre-enrolment assessments or completing an alternate assessment must provide their USI and have it validated prior to enrolment. This specifically includes:

- VET in Schools (VETiS) students

- User Choice apprentices and trainees

- students wishing to access VET Student Loan assistance

- students studying through a contract arrangement with the University

- Recognition of Prior Learning (RPL) students seeking a VET Student Loan may provide an Australian Year 12 Certificate, Certificate IV or higher qualification in the first instance to satisfy eligibility requirements. If the student cannot provide any of the listed documentation they will be required to complete the bksb Initial Assessment in Maths and English modules/Initial Assessments to determine eligibility

- non-continuing students

- unsuccessful returning students

- students entering a foundation skills course or lower level qualification (including non-AMEP funded CSWE students) using Certificate 3 Guarantee funding.

2.3 The following students are exempt from pre-enrolment assessments:

- Skills for Education and Employment (SEE) funded students

- Adult Migrant English Program (AMEP) funded students

- continuing students

- successful returning students

- students enrolling in a non-accredited course or other session where no grades are awarded and/or the outcome is a statement of attendance

- students enrolling in an accredited short course, skills set or unit or competency are exempt however a declaration must be signed identifying that the applicant has the necessary language, literacy and numeracy (LLN) skills to undertake the proposed study and/or will access LLN support if required

- students who can provide evidence of the same level or higher qualification than the one they are choosing to enrol into. This evidence will need to be gained from DET Connect, Student One or provided in document form by the student

- students who have been awarded RPL for part or all of a qualification.

2.4 Exemptions may be provided to other students where:
- the Disability Team identify the bksb as an inappropriate assessment tool for a student with a learning disability wishing to enrol into the Certificate I in Information and Communication Technology, in which case the student will undertake alternate pre-enrolment assessment as detailed in Appendix A, or

- the student is subject to other appropriate testing that determines their ACSF level and their support needs are identified, for example as part of a research project or outreach program. Such students must be provided with appropriate ongoing support as part of that project or program

2.5 Any exemptions outside of these parameters must be approved by the Director, Educational Quality and Standards.

2.6 Any students or courses exempted from standardised pre-enrolment testing are to ensure that the alternate assessment is first approved by the Director, Educational Quality and Standards and the details and outcomes of the assessment must be made available to internal and external auditors. Any students being enrolled as part of a research project must include an audit-compliant release of information statement in their ethics application.

3 POLICY STATEMENT

3.1 This policy establishes effective, consistent and reportable processes which ensure CQUniversity's compliance with the following legislative and funding requirements.

- *Standards for Registered Training Organisations (RTOs) 2015*

  o Standard 1 clause 7. "The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses."

  o Standard 3 clause 6. "The RTO meets the requirements of the Student Identifier scheme, including: a) verifying with the Registrar, a Student Identifier provided to it by an individual before using that Student Identifier for any purpose."

  o Standard 5 clause 1. "Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies."

  o Standard 5 clause 2. "Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides, in print or through referral to an electronic copy, current and accurate information that enables the learner to make informed decisions about undertaking training with the RTO…b) the training and assessment, and related educational and support services the RTO will provide to the learner…"

- Current Pre-qualified Supplier Policy (Certificate III Guarantee funding requirements)

- *Higher Education Support Act 2003* (VET Student Loan eligibility requirements)

3.2 The ACSF levels outlined in this document for entry into a qualification level are recommendations only, intended to facilitate the early identification of skills gaps and strengths, and facilitate the early implementation of appropriate support measures.

3.3 Where students are exempted from pre-enrolment assessment there must be alternate evidence of the assessment of their foundation skills. This could be in the form of funding eligibility requirements which satisfactorily cover the assessment of foundation skills in a consistent and reportable manner, such as SEE and AMEP funding, or assessment undertaken as part of a research project.

3.4 All assessment evidence, for all students, must be available for compliance audits conducted by internal and external auditors, including the Australian Skills Quality Authority.

3.5 The standard assessment tool used is the bksb Basic Key Skills Builder program.

4 PROCEDURE

4.1 All new VET students (excluding the exemptions specified above) will be required to provide evidence of an equal or higher qualification or complete pre-enrolment testing. Pre-enrolment testing is mapped to the ACSF, and in turn, each qualification level has been assigned an ACSF level. These recommendations form the basis of the advice provided to students throughout the pre-enrolment process and the support offered post-enrolment.

Qualification Level	Recommended ACSF Level
Certificate I	ACSF working level 2
Certificate II	ACSF working level 2
Certificate III	ACSF working level 3
Certificate IV	ACSF working level 4
Diploma and Advanced Diploma	ACSF working level 4
Students accessing VET FEE-HELP/VET Student Loans	ACSF exit level 3, working level 4

Mainstream students

4.2 After the validation of a prospective student's documents and evidence, if the prospective student cannot provide evidence of an equal or higher qualification, Student Experience staff activate the prospective student's basic key skills builder (bksb) account through SugarCRM and email the pre-enrolment assessment link and Student User Guide. Once the pre-assessment results are received, Student Experience staff continue with the enrolment if the student has met the recommended level for the qualification.

4.3 If the student has not met the recommended level:

a) a lower level qualification will be offered, or

b) the student may still choose to enrol in their original course, and is made aware of the support available to them.

4.4 If a prospective student chooses to continue with their original course, the student must first acknowledge the LLN Declaration of advice and support. The student is then enrolled, emailed the bksb Further Study Program and referred to the LLN Coordinator who offers assistance and support to the student and VET Teacher.

4.5 Continuing Students and Successful Returning Students are exempt from pre-enrolment assessment.

4.6 Prospective students who do not meet the academic eligibility requirements for VET Student Loans are referred by Student Experience staff to the LLN Coordinator via SugarCRM and are given the following advice:

a) complete ACSF level 3 Maths and English resources and skills checks on the bksb platform, wait a minimum of two weeks and resit the pre-enrolment assessment, or

b) wait three months and resit the pre-enrolment assessment.

4.7 The LLN Coordinator will monitor students waiting to re-sit for VET Student Loans eligibility, organise the new pre-enrolment assessment, record results in SugarCRM, and if successful refer the student's CRM case to Student Experience staff for enrolment.

4.8 Procedural information for determining VET Student Loan eligibility is provided in Appendix B.

4.9 The mainstream workflow and accompanying documentation is managed by the Student Advice/Student Success teams. Any changes to procedure or supporting documentation must be done in consultation with the Educational Quality and Standards Assurance Team.

Foundation Skills and Lower Level Qualifications funding eligibility assessments

4.10 Prospective students enquiring about Foundation Skills funding are referred to the Language, Literacy and Numeracy Centre (LLNC) and prospective students enquiring about Lower Level Skills funding are referred to the LLN Coordinator who:

- initiates contact with the prospective student and discuss the assessment and training and support plan requirements to determine funding eligibility

- directs prospective students to complete the bksb Initial Assessments in Maths and English

- conducts, marks and maps to the ACSF the student's written, learning and oral communication assessments.

4.11 The LLNC or LLN Coordinator will create the training and support plan and refer the student's CRM case to Student Experience staff to complete the enrolment.

4.12 The assessment and training and support plan procedures for determining Foundation Skills or Lower Level Qualifications funding eligibility are outlined Appendix C and Appendix D.

4.13 Assessments for determining Foundation Skills or Lower Level Qualifications funding eligibility are:

- bksb Initial Assessments

- bksb Writing Assessment

- bksb Learning and Oral Communication Questionnaire

- alternate literacy and numeracy paper based assessment used where it is determined that the bksb online assessment tool would be inaccessible given the prospective students current level of foundation skills.

Alternate assessment process through the Disability Team

4.14 Where a student has been identified as requiring assistance from the Disability Team, or enquires about a Certificate I in Information and Communication Technology, Student Experience staff update the student's details on StudentOne, check for funding eligibility and validate the USI.

4.15 The Disability Team make contact with the student and determine the most suitable assessment for the student.

4.16 The Disability Team then:

a) organise the alternate paper-based assessment with the support of a participation assistant. Assessor instructions to be followed are provided in Appendix A and all relevant details are recorded. The alternate assessment is forwarded to the LLN Coordinator for marking and they will refer the student's CRM case to Student Experience staff, or

b) advise Student Experience staff to add the prospective student to the bksb and a support plan is created by the Disability Team. Once the student's results are received, Student Experience staff will proceed with the enrolment.

Vocational Education and Training in Schools (VETiS) students

4.17 After the validation of prospective VETiS student documents and evidence, if the prospective student cannot provide evidence of an equal or higher qualification, VETiS staff activate the prospective students bksb account through SugarCRM and email the pre- enrolment assessment link and Student User guide. Once the pre-assessment results have returned, VETiS staff refer the prospective student's CRM case to Student Experience staff for enrolment if the student has met the recommended level for the qualification.

4.18 If the prospective VETiS student is below the recommended level, there are three options available:

a) If the course is a Certificate I or II, the applicant acknowledges the LLN Declaration and VETiS staff refer the prospective VETiS student's CRM case to Student Experience staff for enrolment.

b) If the course is a Certificate III or IV or a Diploma, and there is a lower level course available in the VETiS guide, VETiS staff recommend a lower level course.

    i. If the student chooses to enrol in a lower level course then VETiS staff approach the school about submitting a new application and restart the application process.

    ii. If the prospective VETiS student chooses to continue with their original course, the student must first complete the LLN Declaration and will then be emailed the bksb Further Study Program. VETiS staff will then refer the student's CRM case to Student Experience staff for enrolment.

c) If the course is a Certificate III or IV or a Diploma and there is no lower course available in the VETiS guide, the prospective student completes the LLN Declaration and is emailed the bksb Further Study Program. VETiS staff refer the prospective student's CRM case to Student Experience staff for enrolment.

4.19 The VETiS workflow and accompanying documentation is managed by the VETiS team. Any changes to procedure or supporting documentation must be done in consultation with the Educational Quality and Standards Assurance Team.

User Choice students (Apprentices and Trainees)

4.20 After receiving notification of a new student from the Australian Apprenticeship Support Network (AASN), Apprenticeship Services staff will validate the student's USI, update the student's Study Plan on StudentOne and, if the prospective student cannot provide evidence of an equal or higher qualification, activate the

student's bksb account and email the pre-enrolment assessment link and Student User Guide. The assigned Vocational Industry Officer (VIO) will send pre-enrolment assessment information to the employer.

4.21 The VIO will check for pre-enrolment assessment completion prior to conducting a site visit to complete the student sign up.

- If incomplete, the VIO will follow up during the site visit and via email.

- If complete, the VIO refers the student to Apprenticeship Services staff for block enrolment processing.

4.22 Once the pre-enrolment assessment results have returned, Apprenticeship Services staff will refer the student's CRM case to Student Experience staff for enrolment, if the student has met the recommended level for the qualification.

4.23 If the student is below the recommended level, Apprenticeship Services staff will ensure the student completes the LLN Declaration, and then email the bksb Further Study Program to the student, email the assessment results to the assigned VIO, and refer the student's CRM case to Student Experience staff for enrolment.

4.24 The User Choice workflow and accompanying documentation is managed by the User Choice Team. Any changes to procedure or supporting documentation must be done in consultation with the Educational Quality and Standards Assurance Team.

Students studying through a contract arrangement

4.25 After the Student Details Form has been completed by the third party and evidence validated, if the prospective student cannot provide evidence of an equal or higher qualification, Contract Services staff will activate the students bksb account and email the pre-enrolment assessment link and the Student User Guide. If the pre-enrolment assessment is not completed, Contract Services staff will follow up with the third party.

4.26 Once the pre-enrolment assessment results have returned, Contract Services staff refer the student's CRM case to Student Experience staff for enrolment if the student has met the recommended level for the qualification.

4.27 If the student is below the recommended level Contract Services staff ensure the student completes the LLN Declaration, email the bksb Further Study Program to the student, and refer the student's CRM case to Student Experience staff for enrolment.

4.28 The Contracts Management workflow and accompanying documentation is managed by the VET Contracts Team. Any changes to procedure or supporting documentation must be done in consultation with the Educational Quality and Standards Assurance Team.

Students applying for Recognition of Prior Learning (RPL)

4.29 Student Experience staff refer the student's CRM case to the RPL Team for an application kit.

4.30 The RPL Team update StudentOne records, validate the USI and notify the student that their RPL application has been received.

4.31 The RPL Team checks whether the student wants to access government subsidy and completes the Eligibility and Liability Form process and validates any evidence supplied.

4.32 The RPL Team checks if the student wishes to access the VET Student Loan. To check for eligibility the student is given the option to first produce an Australian Grade 12 Certificate or a Certificate IV or higher qualification, if they cannot, then the RPL Team email the pre-enrolment assessment link to the student.

4.33 If the student is ineligible for the VET Student Loan, the student can choose to continue and pay fee for service.

4.34 The RPL Team proceed with the RPL application and determine if the student has sufficient RPL units to complete the qualification, or if formal training is necessary.

a) If all units in the qualification have been granted RPL the student is completed in the qualification, or

b) if the student has not been granted RPL for sufficient units to complete the qualification, the RPL Team advise the student to contact Student Experience staff to enrol in the remaining units.

4.35 The RPL workflow and supporting documentation is managed by the RPL team. Any changes to procedure or supporting documentation must be done in consultation with the Educational Standards and Quality Assurance Team.

5 RESPONSIBILITIES

Compliance, monitoring and review

5.1 The Director, Educational Quality and Standards is responsible for ensuring this policy and procedure aligns with relevant legislation and government policy.

5.2 The Director, Educational Quality and Standards and Director, Student Experience are responsible for ensuring this policy and procedure is implemented and for monitoring compliance.

Reporting

5.3 Reports on the number of students using the bksb testing and subsequent enrolments, and the number of students taking advantage of the further assessments, interactive resources and skills checks available within bksb, will submitted to relevant committees as required.

Records management

5.4 Foundation Skills and Lower Level Qualification assessments and training and support plans are to be stored on the student's file in StudentOne

5.5 Staff must maintain all other records relevant to administering this policy and procedure in a recognised University recordkeeping system.

6 DEFINITIONS

6.1 Terms not defined in this document may be in the University glossary.

Terms and definitions

Continuing Student: a student who has enrolled in their course in consecutive VET Terms 1 and 2. Many VET courses are not offered in Term 3 so if a student does not enrol in Term 3 but enrols in Term 1 the following year, they are still considered to be a continuing student in that course.

Non-Continuing Student: a student who enrols in a term then does not enrol in the next available term (excluding Term 3).

Successful Returning Student: a non-continuing student returning to continue a qualification who has passed at least 50% of all previously enrolled units.

Unsuccessful Returning Student: a non-continuing student returning to continue a qualification who has not passed at least 50% of all previously enrolled units.

USI: The Unique Student Identifier is a reference number made up of 10 numbers and letters that creates a secure online record of a student's recognised training and qualifications gained in Australia, even from different training organisations.

7 RELATED LEGISLATION AND DOCUMENTS

Higher Education Support (VET) Guideline 2015
Current Pre-Qualified Supplier Policy
Current Pre-Qualified Supplier Compliance Audit: Evidence Guide for Pre-Qualified Suppliers

Standards for Registered Training Organisations (RTOs) 2015

Assessment coversheet for disability students Assessment items for disability students

8 FEEDBACK

8.1 University staff and students may provide feedback about this document by emailing policy@cqu.edu.au.

9 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Advisory Committee to Approval Authority	Learning and Teaching Committee
Administrator	Director, Educational Quality and Standards
Next Review Date	10/04/2021

Approval and Amendment History	Details
Original Approval Authority and Date	Executive Committee of Academic Board 20/12/2016.
Amendment Authority and Date	Director, Governance 10/04/2018; Director, Educational Quality and Standards 05/02/2019; administrative correction to course names 14/02/19.
Notes	

10   APPENDICES

Appendix A: Alternate pre-enrolment process for Certificate I in Information and Communication Technology - students with a learning disability

Assessor instructions

10.1   This brief assessment provides an accurate assessment of an individual's level of ability and identify the support that is available to them at CQUniversity. **NOTE:** The result of this assessment does not exclude the student from enrolling.

Pre-Assessment information

10.2   The cover page is to be completed prior to commencing the assessment, including student signature and date.

Adjustments to assessment length

10.3   All students must be given the opportunity to attempt questions 1 to 3 using one of the three listed methods below. If a student needs assistance to complete questions 1 to 3, there is no need to proceed to questions 4 to 9.

10.4   All students must be given the opportunity to attempt questions 10 to 12. If a student can perform these tasks independently, or with minimal assistance, they should continue with questions 13 to 15.

Methods of assessment/reasonable adjustments

10.5   Initially ask the students to attempt the assessment by reading the questions and writing the answers themselves. NOTE: Advise students to only go as far as they can.

10.6   If the student is unable to access the assessment without assistance, offer to read the questions and have the student write their own answers.

OR

Have the student read the questions and assist the student to write their answers. If scribing, give the student the opportunity to spell the words and add in punctuation. NOTE: Only go as far as the student is able – do not provide the student with the answers.

10.7   Read the questions and record the student's answers. If scribing, give the student the opportunity to spell the words and add in punctuation. NOTE: Only record what the student can answer for themselves.

10.8   Ensure all reasonable adjustments are noted in the Assessment Report.

Post-assessment information

10.9   Complete sections 1, 2 and 3 on the *Pre-Enrolment Assessment: Certificate I Assessment Report,* including all support/reasonable adjustments provided to the student.

10.10   Record further support recommendations in section 4 of the *Pre-Enrolment Assessment: Certificate I Assessment Report.*

10.11   Ensure own details (name, date and signature) are complete on both the *Pre-Enrolment Assessment: Certificate I* and the *Assessment Report.*

10.12   Forward the hard copy of the assessment to the LLN Coordinator via bksb@cqu.edu.au for marking and document storage.

10.13   Any questions or concerns should be directed to the LLN Coordinator by emailing bksb@cqu.edu.au or contacting Kylie Perkins (phone (07) 4940 3277).

Appendix B: VET FEE-HELP / VET Student Loans processes

10.14   These processes are in accordance with Section 37(1) (c) of the *Higher Education Support (VET) Guideline 2015*: "…the VET provider reasonably believes that the student is academically suited to undertake VET courses of study".

10.15   Any student who is ineligible for VET Student Loans students due to not meeting the academic eligibility requirements is referred to the LLN Coordinator.

10.16   The LLN Coordinator will contact the student and discuss the re-sit process.

10.17   The student is provided information on the following pathways to a VET Student Loan re-sit:

   a)   the student can engage in the bksb resources and skill checks, and when they have completed an ACSF level 3 in both Maths and English, they can re-sit. The student is advised to contact the LLN Specialists when an ACSF level 3 in both areas has been achieved. (Minimum of two weeks between re-sits.), OR

   b)   the student can choose to re-sit after three months, regardless of bksb activity or ACSF level achieved.

10.18   The LLN Coordinator monitors the student's progress and organise the re-sit date. The LLN Coordinator will make contact with the student where necessary to ensure they are supported in their use of bksb.

Appendix C: Accessing Foundation Skills funding processes

Exceptions or exemptions

10.19   VETiS students are not eligible for funding.

10.20   AMEP and SEE students who require significant LLN support are eligible for assistance under an Australian Government LLN Program must be redirected to that program.

Pre-enrolment process

10.21   The student is referred to the LLNC.

10.22   The LLNC will contact the student and arrange for the student to complete the bksb Initial Assessments or alternate approved paper-based assessments. The LLNC will send the Writing Assessment to the student, and will provide face-to-face support where necessary throughout the process.

10.23   The LLNC will conduct the Learning/Oral Communication assessment via phone or face to face.

10.24   Using the information gathered the LLNC create an ACSF profile on the student and then map this to the core skills of the course to identify any gaps.

10.25   The LLNC will contact the Disability Services Officer (if necessary) to satisfy the requirement for information from a suitably qualified professional concerning any impairments and disabilities the student may have.

10.26   The LLNC will collate all information and determine if the student is eligible for Foundation Skills funding.

    a)   If the student is eligible for Foundation Skills funding, the LLNC completes a Training and Support Plan.

    b)   If the student is not deemed to have a need for this level of training, they are to be referred to Student Experience staff for enrolment.

10.27   After the LLNC will creates a training and support plan as outlined by the Pre-Qualified Supplier Policy (PQS), the plan must be agreed to and signed by the student and teacher.

10.28   Once the training and support plan is signed by the student and teacher, the student is directed to Student Experience staff to finalise their enrolment, as they now have the evidence required to progress through ELF and access funding.

Post-enrolment process

10.29   The Teacher is to monitor the student's progress as per the PQS Evidence Guide.

PQS Evidence Guide – Foundation Skills Page 26, Lower Level Qualification
https://training.qld.gov.au/site/providers/Documents/funded/certificate3/pqs-evidence-guide.pdf.

Foundation skills courses according to the *Queensland Training Subsidies List* are listed towards the bottom of page four under 'General Education & Training – Foundation Skills'
http://www.skillsgateway.training.qld.gov.au/content/user/subsidy/SUBSIDIES-LIST.pdf.

Appendix D: Accessing Lower Level Qualifications funding processes

Requirements

10.30 Outside of delivery to VETiS students, the PQS may only deliver Certificate I and/or II level qualifications on the Queensland Training Subsidies List in the following circumstances:

- Individual – where the student is assessed as requiring this pathway, for example lower-level qualifications are supported for disadvantaged learners.

- Pre-apprenticeship – where the qualification provides basic trade skills to facilitate entry into a traditional apprenticeship relevant to the basic trade skills delivered

- Cohort-specific programs – where the qualification is approved for delivery as part of a project funding under SQW, Indigenous VET Partnerships or Strategic Industry Initiatives or where an exemption for a specific qualification is specified on the Priority Skills List.

Process (Individual)

10.31 After the validation of a prospective student's documents and evidence Student Experience staff activate the prospective student's basic key skills builder (bksb) account through SugarCRM and email the pre enrolment assessment link and Student User Guide.

10.32 When both initial assessments are complete, the student is to be contacted.

a) If the prospective student is an ACSF level 3 or above, the student is to be contacted, and their options discussed, as they are not eligible to access Lower Level Qualification funding under the Certificate 3 Guarantee. The student is to be advised that they can enrol in the course as Fee for Service, and referred to Student Experience staff for enrolment.

b) If the prospective student is below an ACSF 3, the student is emailed the Writing Assessment.

c) When the student has returned the Writing Assessment, the LLN Coordinator will conduct the Learning/Oral Communication assessment via phone or face to face.

10.33 The LLN Coordinator will then develop an ACSF profile of the learner as per Foundation Skills.

10.34 If the student is eligible for Lower Level Skills funding the LLN Coordinator will complete a Training and Support plan. Once it has been signed by the student and teacher the student will be directed to the Student Experience team to proceed with enrolment.