



STELLA COLLEGE

PTR and LLND Policy and Procedure

RTO Code 41290



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Purpose

The purpose of this policy is to ensure that Stella College conducts a Pre-Training Review (PTR) and Language, Literacy, Numeracy and Digital (LLND) test for every prospective student prior to enrolment in a nationally recognised qualification.

This review ensures:

- Students are enrolled in the most suitable and appropriate course for their needs and career goals.
- Identifying and assessing the Language, Literacy, Numeracy and Digital (LLND) skill levels of all learners prior to and during training;
- Any required learning support, reasonable adjustments, or referrals are identified and arranged before training begins.
- Support strategies are implemented so that all learners can participate meaningfully and achieve their desired training outcomes.

Scope

This policy applies to:

- All **prospective students** applying to study at Stella College (both government-subsidised and fee-for-service).
- All **courses and qualifications** offered under the Stella College's Scope of Registration.
- **All staff** involved in student enrolment, assessment, or course advice, including trainers and assessors.
- Any third parties or auspicings partners delivering training on behalf of Stella College.

Legislative References

Outcome 2 – VET Student Support, Division 1 – Information, Standard 2.2, National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (Cth).

Definitions

Term	Definition
LLND	Language, Literacy, Numeracy and Digital skills - the core skills required to participate effectively in training, work, and daily life, as defined in the Australian Core Skills Framework (ACSF), Digital Literacy Skills Framework (DLSF), and the Core Skills for Work Developmental (CSFW) framework.
ACSF	Australian Core Skills Framework - a national framework describing five core skills (learning, reading, writing, oral communication, numeracy) across five performance levels.
PTR	Pre-Training Review - a structured, documented conversation and process conducted before enrolment confirmation that assesses a student's suitability, needs, prior skills, and preferred training outcomes.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard - the national data standard for VET reporting.
Core Skills	The five core skills identified in the ACSF: reading, writing, oral communication, numeracy, and learning.

Digital Literacy	The ability to use digital tools, devices, and platforms to find, evaluate, create, and communicate information - assessed as part of the LLND process.
Reasonable Adjustment	Modifications to training or assessment that allow a person with a disability or learning need to access and participate equitably, without compromising the integrity of the standard.
Administration Staff	A qualified specialist (typically holding a Certificate IV in Training and Assessment with LLND electives, or a higher qualification in adult literacy/numeracy) who conducts or reviews LLND assessments.
Training Plan	The documented agreement between the RTO and student outlining the training and assessment to be delivered, including any support arrangements.
USI	Unique Student Identifier — a reference number linked to a student's VET records across Australia.

Roles And Responsibilities

Role	Responsibilities
Chief Executive Officer	Approve and review this policy annually. Ensure adequate resources are allocated for LLND assessment and student support.
Training Coordinator	Oversee implementation of this policy. Maintain LLND benchmarks for all qualifications. Approve LLND support plans and PTR outcomes. Report to CEO on LLND and PTR compliance. Manage relationships with external support services. Monitor compliance with this policy. Conduct internal audits of LLND and PTR records. Ensure AVETMISS reporting is accurate and includes all required LLND and PTR data. Manage regulatory communications.
Administration Staff	Conduct or supervise formal LLND assessments. Develop and review LLND support plans. Provide professional advice on LLND matters. Maintain currency in ACSF and related frameworks. Deliver LLND-focused professional development to training staff.
Trainers and Assessors	Apply reasonable adjustments documented in LLND Support Plans. Monitor student progress and report LLND concerns during training. Participate in LLND professional development. Contextualise training materials to student LLND needs.
Enrolment / Student Services Staff	Administer initial LLND screening tools. Conduct or support PTR conversations (as authorised). Lodge PTR and LLND documentation accurately in the SMS. Provide students with information about the LLND and PTR process.
Student	Participate honestly and openly in LLND assessment and PTR processes. Disclose relevant support needs. Engage with agreed support strategies. Notify the RTO promptly if circumstances change.

Policy Statement

Stella College ensures that all individuals entering a Nationally Recognised Training program possess the necessary skills and abilities to successfully complete their studies. Stella College provides comprehensive and accurate information to prospective students, enabling them to make well-informed decisions about the most suitable training programs before enrolment. Stella College maintains accurate, transparent, and ethical marketing and pre-enrolment practices to uphold the integrity of its training services. Stella College clearly communicates all pre-requisites, entry requirements, eligibility criteria, fees, and material costs for each training program offered. Stella

College offers tailored guidance to prospective students, helping them select training products that best meet their needs, taking into account their existing skills, aspirations, interests, educational background, Language, Literacy, Numeracy and Digital (LLND) capabilities, and prior competencies.

Stella College ensures that all information provided to prospective students is current, accurate, and relevant, supporting informed decision-making regarding training options, fees, and charges, in accordance with the Statement of Fees available on the Stella College website.

Stella College informs prospective students about the requirement for a Unique Student Identifier (USI) and the provision of a Victorian Student Number (VSN), where applicable.

Stella College conducts objective screening of all students to identify eligibility requirements, individual learning needs, and opportunities for recognition of prior learning (RPL) or Credit Transfers.

Stella College assesses the Language, Literacy, Numeracy and Digital (LLND) levels of all prospective students to ensure they have the necessary skills to meet qualification requirements and to determine if any additional learning support is needed.

A PTR must be completed for every prospective student. The PTR must be completed before enrolment is confirmed.

The PTR cannot be waived, abbreviated, or conducted retrospectively. Evidence of PTR completion must be retained and available for audit.

Commitment to Inclusive and Appropriate Training

Our organisation is committed to ensuring that every learner is enrolled in training that is appropriate for their needs, goals, and current skill levels. We will not enrol any student in a qualification that is beyond their current capacity without providing adequate and documented support.

LLND assessment and the Pre-Training Review are not barriers to participation, they are tools that enable us to tailor our training delivery and support so that every student has the best possible chance of successful completion.

Principles

The Pre-Training Review at Stella College is based on the following principles:

1. **Suitability** – Each student is enrolled in a course that aligns with their abilities, goals, and experience.
2. **Accessibility** – Students are given equal opportunity to participate, with reasonable adjustments where required.
3. **Transparency** – Students are informed of eligibility criteria, pre-requisites, fees, and any funding implications before enrolment.
4. **Support** – Additional academic or personal support needs are identified early and documented in an Individual Support Plan if necessary.

Purpose of the Pre-Training Review

The Pre-Training Review is a holistic, documented conversation between a trained RTO staff member and a prospective student that goes beyond LLND assessment to consider the students’:

- a. Suitability for the specific qualification and training pathway;
- b. Prior education and training history (including any prior qualifications or partial completions);
- c. Current employment status, work experience, and vocational goals;

- d. Awareness of the requirements and expectations of the training, including workload and attendance;
- e. Specific support needs, including disability, mental health, language background, cultural considerations, and caring responsibilities;
- f. Preferred learning style and training schedule;

The Pre-Training Review (PTR) process at Stella College ensures that each student is enrolled in a course suited to their current skills, competencies, and learning goals. Stella College identifies any learning support needs required to help the student successfully complete their course. The student's technical skills are documented in the PTR.

- a. Stella College discusses and records the student's previous qualifications and considers any formal equivalency evidence provided.
- b. Stella College also reviews and discusses the student's employment experience.
- c. The most appropriate course for the student is determined, and the student is provided access to the Student Handbook and the Stella College website for detailed information about available support services.

Outcomes of the Pre-Training Review and LLND Evaluation

Following the Pre-Training Review, and assessment of student's Language, Literacy, Numeracy, and Digital (LLND) skills, existing knowledge, and preferred learning strategies. Based on this evaluation, an Individual Training Plan (ITP) is developed, which may include reasonable adjustments to address specific learning needs.

- If RPL or Credit Transfer is applicable, all necessary documentation is collected, and the student is guided to complete the appropriate Credit Transfer/RPL Application Form.
- The Skills Recognition Procedure outlines the detailed process for assessing RPL and Credit Transfer applications.
- The Individual Training Plan considers all prior qualifications, competencies, and transcripts provided by the student.
- Once the LLND assessment and Pre-Training Review are completed, the student is informed of the outcome.

Successful applicants receive a confirmation of enrolment and are invited to attend Orientation and Induction.

Procedure: LLND Assessment

Overview of the LLND Assessment Process

The LLND assessment process follows a staged approach designed to be proportionate to the level and nature of the qualification, and respectful of the student's time and dignity.

Stage	Activity	Who	Timing
1.	Formal LLND assessment (ACSF-aligned tool)	Trainer and Assessor	Before PTR or at same session
2.	Analysis of results; identification of support needs	Administration Staff	Immediately post-assessment
3.	Feedback to student; development of support plan	Trainer/Assessor	Before enrolment confirmation
4.	Recording and documentation in student file	Admin	Same day as assessment
5.	Ongoing monitoring during training	Trainer / Assessor	Throughout training

LLND Assessment

A formal LLND assessment must be conducted via LLN Robot. The formal assessment must:

- Be benchmarked against the ACSF performance levels identified for each unit of competency in the qualification;
- Assess all five core skills relevant to the qualification's performance requirements;
- Include digital literacy assessment;
- Be conducted in an environment that is free from unnecessary pressure and allows the student adequate time;
- Be completed using a validated assessment instrument - not an informal conversation alone.

Support Planning

Where formal LLND assessment identifies gaps between a student's current skill levels and the qualification's LLND requirements, a documented LLND Support Plan must be developed before enrolment is confirmed. The support plan must include:

- A summary of identified LLND gaps;
- Specific support strategies to be implemented during training (e.g., modified materials, additional tutorials, reader-writer support, digital skills coaching);
- The name and role of the person responsible for delivering or coordinating each support strategy;
- Agreed review points throughout the training;
- A note of any referrals to external support services (e.g., Reading and Writing Hotline, AMES Australia, local library services); and
- The student's signature acknowledging the plan.

Referral to Foundation Skills Training

Where a student's LLND assessment results indicate that their current core skill levels are significantly below the minimum required, even with reasonable support, the student must be:

- Provided with honest, respectful, and constructive feedback;
- Offered information about appropriate foundation skills programs (e.g., Certificate in General Education for Adults (CGEA), Skills for Education and Employment (SEE) program, Adult and Community Education (ACE));
- Assisted to connect with an appropriate program or provider; and
- Encouraged to re-apply once foundation skills have been developed.

This referral process must be documented in the student file.

Procedure: Pre-Training Review (PTR)

Who Must Conduct the PTR

The PTR must be conducted by a staff member who has been trained in PTR procedures and is familiar with the qualification being discussed. Enrolment or administrative staff may gather preliminary information but the substantive PTR conversation must be conducted by:

- A Student Support Officer, Training Coordinator or Trainer and Assessor who has completed the organisation's PTR training and has been authorised by the CEO.

The PTR must not be conducted via automated online-only means. A genuine two-way conversation (face-to-face, telephone, or video conference with documentation) is required.

PTR Process - Step by Step

Step 1: Pre-PTR Preparation

Before the PTR conversation, the staff member must:

- Review any information already provided by the student (expression of interest form, prior enrolment records, referral information);
- Have available the current Training Product information for the qualification under discussion;
- Have available the Qualification LLND Profile and ACSF benchmarks; and

Step 2: Introduction and Informed Consent

At the beginning of the PTR, the staff member must:

- Explain the purpose and process of the PTR in plain language;
- Advise the student that the conversation will be documented and records retained;
- Confirm the student's identity and USI;
- Advise the student of their privacy rights; and
- Obtain the student's informed consent to proceed (recorded on the PTR form).

Step 3: Prior Education and Training

The staff member must discuss and document:

- Highest level of schooling completed;
- Any VET qualifications completed or partially completed (with approximate dates and RTOs attended);
- Any higher education qualifications;
- Whether the student has previously been enrolled in the same or a closely related qualification; and
- Whether Credit Transfer or Recognition of Prior Learning (RPL) may be applicable.

Step 4: Current Employment and Vocational Goals

The staff member must explore and document:

- The student's current employment status (employed, unemployed, casual, full-time, part-time, self-employed);
- Current industry and occupation, if employed;
- The student's specific vocational goals — what they hope to achieve through this training;
- Whether the chosen qualification aligns with those goals; and
- Whether the student's employer (if applicable) is aware of and supportive of the training.

Step 5: Training Requirements and Expectations

The staff member must clearly explain and confirm the student's understanding of:

- The structure of the qualification, including all units of competency;
- The expected duration of training and any minimum attendance or participation requirements;
- The assessment methods to be used, including any practical or workplace-based assessments;
- Any mandatory prerequisites, work placement requirements, or licensing requirements;
- The expected study commitment outside of scheduled training sessions;
- The student's rights and responsibilities, including the complaints and appeals process; and
- Fees and charges applicable to the student.

Step 6: Support Needs Identification

The staff member must sensitively explore and document any support needs, including but not limited to:

- Disability (physical, sensory, cognitive, psychiatric, or learning disability);
- Mental health considerations;
- English as a second or additional language or dialect (ESALD);
- Cultural or religious considerations that may affect participation;
- Caring or family responsibilities;
- Transport or geographic barriers to attendance;
- Financial barriers; and
- Any other factors that may affect the student's ability to participate and complete training.

This information must be handled sensitively and shared only with staff who have a direct role in supporting the student, consistent with the organisation's Privacy Policy.

Step 7: LLND Integration

The PTR must incorporate or be directly linked to the LLND assessment results. The staff member must:

- Review and discuss the student's LLND screening or assessment results with the student;
- Confirm the student's understanding of any identified LLND support requirements; and
- Ensure that any LLND Support Plan is discussed and agreed as part of the PTR outcome.

Step 8: Outcome and Agreement

At the conclusion of the PTR, the staff member must:

- Clearly communicate the outcome of the PTR to the student - proceed with enrolment, enrol with support plan, or refer to alternative pathway;
- Obtain the student's signature on the completed PTR form, or a documented record of verbal agreement for remote PTRs;
- Lodge all completed documentation in the student file within 5 working days.

PTR for Re-enrolling Students

Where a student has previously completed a PTR with this organisation, a new PTR must be conducted if:

- The student is enrolling in a different qualification;
- More than 12 months have passed since the previous PTR;
- The student's circumstances have changed materially; or
- The previous PTR was conducted under a different funding arrangement.

Complaints and Appeals

Any student who is dissatisfied with the outcome of their LLND assessment or PTR has the right to lodge a complaint or appeal in accordance with the organisation's Complaints and Appeals Policy. Students will be advised of this right as part of the PTR process.

Where a student appeals an LLND assessment result, the appeal must be reviewed by a different qualified Administration Staff who was not involved in the original assessment. The outcome of the appeal will be provided to the student in writing within 10 working days.

Appeals must be submitted in writing, following the procedures outlined in the Complaints and Appeals Policy and Procedure.

All students are entitled to fair and transparent treatment under this policy.

If a student believes that a decision made by Stella College administration or relevant authorities is unjust or unfair, they have full access to the Stella College Complaints and Appeals process for review and resolution.

Monitoring and Evaluation

Stella College monitors and evaluates PTR and LLND processes to ensure performance is effective and outcomes are met. A process of performance monitoring, evaluation, and reporting has been established and implemented. The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement. Data from LLND assessments, PTR outcomes, student completion rates, and audit results will be analysed annually as part of the Stella College's continuous improvement process. Findings will be recorded in the Continuous Improvement Register and actioned within agreed timeframes.

Please refer to the Quality Policy for further information on the monitoring and evaluation process.

Document Control

Document Name		PTR and LLND Policy and Procedure
Approved By	CEO	
Version No.	Reviewed Date	Changes/ Revisions
Version 1.0	July 2025	Revised after the revision of 2025 RTO Standards came in force
Version 1.5	September 2025	Revised to incorporate rebranding from TPSC to Stella College.
Version 2.0	April 2026	Revised to incorporate more information as part of continuous improvement.