

<b>DOCUMENT REFERENCE:</b>	<b>PPP148</b>
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<b>RELATED DOCUMENTS:</b>	BP002 Pre-Training Review Business Process BP006 Management of Compulsory School Aged Enrolments PPP013 Inclusion and Diversity Policy PPP141 Complaints Resolution Procedure PPP146 Student Enrolment Guidelines PPP175 VSL Student Entry Procedure PPP184 English language requirements for admission to Diploma of Nursing PPP272 Reasonable Adjustment Guidelines
<b>LEGISLATION:</b>	<b>Gender Impact Assessment</b> , Gender Equality Act 2020 (Vic) <b>Date completed: 23/06/2023</b>

## 1. Introduction

South West TAFE (SWTAFE or the 'Organisation') is committed to optimising successful participation in vocational and further education regardless of gender, culture, age, location, disability or socio-economic circumstances.

Students are selected by fair, timely and transparent procedures on the basis of clearly defined, consistent and merit-based criteria. These criteria are identified within the relevant Training and Assessment Strategy (TAS) and may include but not limited to pre-existing knowledge and skills that form foundation requirements, holding a required entry qualification or employment status, alignment to industry requirements and career aspirations, or inherent personal qualities.

Students should not be accepted into a course where it is identified they are not suitable or are unlikely to achieve a successful outcome.

## 2. Definitions

<b>Entry requirement</b>	a mandatory requirement relevant to the course including relevant accreditation, licenses, compulsory pre-entry checks and sometime age restrictions. Entry requirements are framed around curriculum, training package requirements and/or industry requirements and standards
<b>Pre-Training Review</b>	The information gathering process which is undertaken prior to an applicant being offered a place in a course
<b>Selection</b>	making a choice of suitable applicants from those who satisfy course entry requirements
<b>Course Pre-requisite</b>	A required pre-entry skill, qualification or unit of competency that must be obtained before selection can be considered
<b>Unit Pre-requisite</b>	Dependency on a unit of competency that must be achieved prior to enrolment or resulting of another unit

<b>Applicant Suitability</b>	<p>Having appropriate identifiable character traits and conduct to successfully complete the course of study and work in the industry selected. (May include capacity to develop skills &amp; knowledge during the course). Suitability also includes meeting eligibility requirements and industry expectation, holding pre-requisite requirements and alignment with applicant's aspirations and goals.</p> <p>For some courses, there may be physical attributes that align to industry requirement where reasonable adjustment or learner support cannot be applied, and that impact suitability such as being able to lift a certain weight, kneel or have visual capability.</p>
<b>Foundational Skills</b>	<p>In vocational settings, foundational skills are the fundamental abilities that people need to complete tasks, understand instructions, and collaborate effectively. These can include varied levels of language, literacy, numeracy, and digital skills, as well as employability skills like communication and problem-solving.</p>
<b>Personal Learning Requirements</b>	<p>These are the skills and abilities/competencies required to study in a particular course and commence work in the industry.</p>
<b>Reasonable Adjustment</b>	<p>A measure or action taken to help a student with a medical condition, mental health condition and/or disability to take part in their education on the same basis as their peers</p>

### 3. Scope

These Guidelines apply to all applications for student enrolment at SWTAFE. Noting that:

- Generally, non-accredited courses do not have entry requirements. However, some non-accredited courses still require suitability assessment due to inherent attributes and capability.
- Courses being delivered under a restricted access arrangement with an employer or industry body where enrolment is limited or restricted to employees of the employer or industry body. However, the student will still need to demonstrate and/or evidence any entry, pre-requisite and/or inherent requirements and the required Language, Literacy & Numeracy (LLN), digital skills and aptitude to undertake the AQF level qualification or course. If Government funding is being claimed, the funding eligibility requirements must also be met

### 4. Principles

1. Our suitability and selection processes are based on transparency, equity, fairness, consistency and suitability.
2. Enrolment should provide a student with a reasonable chance of success and be suitable and appropriate for their individual needs and capabilities.
3. It is the responsibility of each Course Coordinator or Teaching Education Manager to manage the student entry requirements and Suitability Assessment process according to the principles of fairness, consistency, transparency and efficiency.
4. Prior to applying, all prospective students will have access to information about entry requirements, pre-requisites, required personal attributes and skill levels, and the application and selection process for all programs of study for which they wish to apply. The primary source of this information will be our website – [swtafe.edu.au](http://swtafe.edu.au)
  - Applicants who meet the entry requirements for the course will be considered for enrolment into that course. However, meeting entry requirements for a course does not guarantee enrolment. SWTAFE aims to ensure the course selected is suitable to the student, meets their needs, aspirations and career goals and provides a high probability of achieving a successful outcome based on responses provided and information gathered as part of the Apply Now process

5. Selection is based on specific criteria which seek to identify applicants most suitable for the course. Suitability criteria are documented in the Training and Assessment Strategy (TAS) relevant to the cohort and within course related marketing material. In all cases, applicants are advised that a selection process will be undertaken and may involve a series of elements such as interview, presentation of portfolio or attendance at an Information Session. Consultation with any identified supports or service areas such as Accessibility or First Nations, should also be undertaken.
  - Information sharing and/or selection interviews can be conducted face to face, over a virtual platform or phone but must have a verbal element. Email and text messaging are not acceptable platforms. Each course should have a structured series of interview questions to ensure all necessary information is shared and gathered, and consistent across all applicants.

A written outcome of the interview is saved to the applicant's file. If the applicant is not successful, a reason must be documented and retained for a minimum period of 12 months post decision.

- Where the selection process involves the comparison of applicants, a score matrix must be maintained for individual applicants, and no offers to enrol should be made until all selection processes are completed.
- Where a course has not set a minimum age specification, the minimum age to enrol with SWTAFE is 16 years old at the time of application.

Exceptions to this age restriction may be considered

- in line with DOE approval as a school leaver
- Where the applicant is enrolling into an additional study program that contributes to their overall secondary schooling (ie: SBAT or VETDSS)
- where a nominated supervising adult will also enrol and participating in the course.

If an age exemption is granted, the applicant must still demonstrate that the course is suitable for them and they have the required level of maturity to participate given the course content.

6. Where an individual course has no documented selection criteria, course suitability and eligibility will still be assessed.
  - Applications will be reviewed by staff who have relevant knowledge of the course's requirements. Initially, the Student Applications Officer will review each applicant to ensure they meet the entry requirements and are suitable and appropriate for the course. Applicants will then be referred to the teaching department where the teaching department has retained responsibility for student selection.
7. Documentation detailing the suitability and selection process used, and reasons why a student was or was not selected, must be retained as follows:
  - in the case of an unsuccessful applicant; for one year following the completion of the selection process
  - in the case of a successful applicant; for one year following completion or withdrawal from the course.
8. Grievances relating to selection will be dealt with in accordance with SWTAFE's **Complaints Resolution and Appeals Procedures (PPP141)**

## 5. Applicant Suitability Assessment and Selection:

There are five main considerations in a 'Suitability' assessment:

1. **Pre-requisites:** Are other units, qualifications, experience, employment history required before being eligible for consideration?
2. **Entry requirements:** Are particular literacy & numeracy & digital skill levels required? Is a folio of work required? Are there specifications about age, demographics, location, employment status, WWCC, vaccinations, funding status?
3. **Foundational Skills:** What level of foundation skills are required? (Refer to ACF chart for guidance) These can include language, literacy, numeracy, and digital skills, as well as employability skills like communication and problem-solving.

Examples of Foundational Skills:

- Literacy: Reading, writing, and comprehension skills are foundational for all aspects of learning.
- Numeracy: Basic math skills, including counting, addition, subtraction, and problem-solving.
- Digital Literacy: Proficiency in using technology and online tools.
- Communication: The ability to listen, speak, and write effectively.
- Problem-solving: Thinking critically and finding solutions to challenges.
- Collaboration: Working effectively with others.
- Self-Management: Organising one's work, managing time, and taking responsibility

#### 4. Other Skills & Abilities (or Personal learning Requirements)

The inherent skills and abilities/competencies required to study in this course and commence work in the industry may include:

- Physical
- Cognitive
- Behavioural & Social
- Technical
- Work placement (as relevant to some industries) For example: Specific skills in addition to those listed above that will be required during work placement include:
  - Ability to be on feet for extended periods of times, both walking and standing, bending and maintaining consistent physical performance throughout the day
- Industry legislation or licencing (as relevant to some industries) For example:
  - An Influenza vaccination is required prior to commencing placement
  - COVID vaccinations, as per current industry requirements.
  - A valid Police Check is required prior to the commencement of placement

#### 5. Aspirations: Does the course align with the applicants interests and career goals?

**The Selection process has three aspects:**

##### Application:

- ♦ Using the “**Apply Now**” process from SWTAFE’s web, individual’s complete questions providing data and information relevant to themselves and the course they are seeking to enrol into. Information gathered will be used to determine suitability for the course, eligibility for the government funding, fee determination and data required to be collected and reported by various legislations,
- ♦ Depending on the individual’s responses they will either be exempt from completing an LLN or will be issued a link to complete the LLN Quiz aligned to the AQF level of the course being applied for.
- ♦ Once an individual submits an application they are considered to be an **Applicant**.

##### Selection and Suitability:

- ♦ A Student Application Officer will undertake an initial review of the applicant’s responses to determine if the application is missing required information and if the applicant is selecting the best training option for them based on why they are interested in this course and expected outcomes. It may be necessary to engage with the relevant teaching department to discuss the applicant’s suitability.
- ♦ In addition to information gathered through the application and interview process, previous experience with the applicant such as poor attendance or problematic behaviours can also be considered, provided the overall determination is based on established and transparent criteria. For example, a student with previous poor attendance and a course has a strict attendance requirement or a student previously being unsuccessful at an AQF Level 3 qualification and wanting to enrol into a Diploma.

Where this information is contributing to the overall determination, through conversation, the applicant should be given the opportunity to explain any change in circumstances that may negate this issue from occurring again. Where a justification for previous behaviour is being provided, the applicant may need to provide additional evidence such as a Medical Certificate.

- ♦ An Applicant's digital capability is assessed through a combination of self-rating questions within the Apply Now process and their demonstrated ability to navigate digital technology to complete their application, submit supporting documentation and respond to emails and/or text messages where additional information is required.
- ♦ Eligibility for funded courses and fee determination can be made at this stage.
- ♦ Unless exempt, applicants will be sent a link to complete a language literacy and numeracy (LLN) questionnaire. LLN exemptions are only available in Certificates 1-4 and Short Courses. The applicant will need to produce evidence of eligibility for an exemption, and may apply for an LLN exemption if they meet one of the following criteria:
  - Enrolling in a Short Course REFRESHER
  - Successfully completed a Year 12 VCE (in English language) within the last 3 calendar years
  - Have completed a Diploma or higher qualification, in English at an Australian RTO or University
  - Have adequately completed an LLN with SWTAFE in the last 3 calendar years.
- ♦ Applicants are required to participate in a verbal interview/discussion as part of the Suitability Assessment phase. The interview will be undertaken by either a Student Application Officer or the relevant teaching department. This interview can be conducted face to face, via phone or virtual, using a set of predetermined questions to ensure consistency, transparency and the sharing of all relevant information. The interview will assist in determining an applicant's verbal communication skills as well as providing an opportunity to discuss with the applicant on any other selection processes required by the course (i.e. interview, entry exam, folio presentation).
- ♦ Individual courses may set additional "Entry Requirements" such as a Group interview, presentation of a portfolio, minimum age requirements or entrance exam/test. Entry requirements are published on the website. In addition, any credit transfers or RPL considerations must be considered and discussed at this stage.
- ♦ Any additional support requirements may be identified at this time and referred on to the appropriate support area. Support requirements may include personal declarations such as First Nations, Accessibility requirements or determined through the completion of their LND evaluation.
- ♦ If demand exceeds the number of places available, then a selection process will be undertaken from the pool of applicants who have met the Course Suitability requirements. A comparison matrix will be maintained to demonstrate how applicants were selected for enrolment which may be on a sequential basis.

### **Enrolment Offer**

- ♦ Once an applicant has been assessed as meeting both the Course entry requirements and suitability, they will be made an Offer to enrol via an electronic link.
- ♦ The Applicant will be provided with a pdf document that contains their responses submitted as part of the Application phase including their personal data. By accepting the Offer to Enrol the applicant will be considered a Student and will make a declaration confirming information they have provided is accurate, their awareness of obligations and future impact and agreement to fees being charged.

## **6. Pre-Training Review**

SWTAFE has an ongoing commitment to provide high quality training and assessment that is suitable and appropriate to the individual. The Pre-Training Review (PTR) is a mandatory and critical element of the this process. It should be viewed as best practice in assisting our students to be successful in their educational endeavors. Success can ultimately lead to ongoing engagement with SWTAFE through additional study.

As part of the Apply Now process, relevant question responses and information is gathered to conduct the Pre-Training Review requirement. This includes the applicant's existing educational

attainments, capabilities, aspirations and interests which are considered in line with the likely job outcomes from the development of new competencies and skills.

In addition, ASQA and the VET Student Loans, require an assessment of a student's suitability for a course and their ability to meet the AQF level learning requirements prior to enrolment. The Pre-Training Review assists us to meet these requirements.

The PTR process is outlined in the Business Process - **BP002 Pre-Training Review**.

## **7. English language requirements for admission to Diploma of Nursing:**

Applicants seeking to enter the Diploma of Nursing must demonstrate that they have achieved the NMBA specified level of English language skills, prior to enrolling in the course. All applicants for the Diploma of Nursing are informed of the English language requirements at a mandatory information session. A flowchart and information sheet are provided during this information session to further assist in their understanding of the requirements. Refer to SWTAFE's documented procedure **PPP184 English Language requirements for admission to Diploma of Nursing**

## **8. Compulsory school age or disengaged students:**

Where an applicant under the age of 17 is seeking to disengaging from their secondary school and enrol at SWTAFE, a Department of Education clearance process is required. This clearance process is managed through the RTO Governance Department who will consult with Department of Education and monitor progress. Before seeking clearance, a student must demonstrate that they meet the entry requirements, are suitable for a course (including apprenticeships and traineeships) and are identified as being under the age of 17. Refer to **BP006 Management of Compulsory School Aged Enrolments**

## **9. Specific initiatives**

Occasionally the government will introduce specific initiatives to encourage particular cohorts to enroll in a course or to meet industry demand. These initiatives may specify additional selection criteria, which are not typical entry requirements for a course. However, to access the initiative funding, applicants will need to meet these criteria.

## **10. Diversity, Equity & Inclusion**

SWTAFE is committed to making diversity, equity and inclusion part of everything we do, including in the implementation of this policy/procedure/guideline. This document was the subject of a comprehensive access and equity assessment (also known as a Gender Impact Assessment), as per the requirements of the Gender Equality Act 2020 (Vic). For more information, please visit the 'Our Values' page on our website [external] [website](#) ECHO [internal]. [Diversity, Equity & Inclusion \(DEI\)](#)

## **11. Statement of Commitment to Child Safety**

South West TAFE is committed to the protection of all children from all forms of child abuse and demonstrates this commitment through the implementation of a Child Safe Program designed to keep children safe within our organisation. For Child Safe key documents, resources, contact officer details please go to: [Child Safe Commitment](#)