**PRE-TRAINING REVIEW FORM – *Student to complete***

# This Form must be completed by all students, evaluated by Victorian Chamber trainer and finalised prior to student’s enrolment.

**Overview**

To help you better understand the expectations of students undertaking this qualification, read the following statements and reflect on the stage of your career / work that you are at now, where do you want to go and how will this qualification help you get there:

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| This qualification reflects the role of individuals who apply project management skills and knowledge. They may manage projects in a variety of contexts, across a number of industry sectors. They have project leadership and management roles and are responsible for achieving project objectives. They possess a sound theoretical knowledge base and use a range of specialised, technical and managerial competencies to initiate, plan, execute and evaluate their own work and/or the work of others.  |

The units in your course incorporate language, literacy, numeracy (LLN) and employment skills, known as Foundation Skills, that are essential for performance at your course level, such as: reading, writing, oral communications, numeracy, interacting with others, navigating the world of work and getting the work done.

While addressing mostly the LLN skills, this pre-training review aims to ensure that you will get the maximum outcomes and benefits from your course.

This Pre-Training Review assists Victorian Chamber to determine if this course is a suitable and the most suitable one for you at this time, based on your educational history, existing capabilities, aspirations, interests and career goals, and to ascertain that the skills and competencies you will gain will make you job-ready, increase your employability or assist you in undertaking further education.

This information will enable the Victorian Chamber:

* to determine and understand:
* your training needs,
* your current competencies as they relate to the course,
* opportunity for Recognition of Prior Learning (RPL) or credit transfer
* opportunity for gap training
* your language, literacy and numeracy (LLN) skills,
* to ensure that the learning strategy and materials are designed to meet your individual needs and your workplace requirements (if a trainee)
* to identify and provide you with the support you may require in areas such as language, literacy and learning and assessment

**Instructions**

This PTR is an essential component of the selection process for your enrolment in this course.

Refer to your course web page at [www.victorianchamber.com.au](http://www.victorianchamber.com.au) and review the information and the attached documents in light of your expectations and your previous experience.

Where you are required to write a brief answer to the questions, you must write a minimum of 2-3 paragraphs. All questions must be answered as instructed; ‘yes, no, n/a’- types of answers are not acceptable.

Incomplete or inappropriately completed forms will not be considered and your enrolment in the course will not proceed until a correctly completed form is received.

Your trainer will evaluate your information and provide a written outcome within a week from the date of submission. If needed, they may contact you to discuss this further.

**SECTION 1 – Language and Literacy**

**1. Your Work Experience and Current Competencies**

1. Read through the task list below and for each item, think about your current or previous job roles and indicate if you have any vocational experience in that area:

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| Skill / Experience | VeryExperienced | Less Experienced | No Experience |
| 1. Applying project scope management techniques
 | ☐ | ☐ | ☐ |
| 1. Applying time management techniques
 | ☐ | ☐ | ☐ |
| 1. Applying cost management techniques
 | ☐ | ☐ | ☐ |
| 1. Applying quality management techniques
 | ☐ | ☐ | ☐ |
| 1. Applying human resources management approaches
 | ☐ | ☐ | ☐ |
| 1. Applying communications management techniques
 | ☐ | ☐ | ☐ |
| 1. Applying risk management techniques
 | ☐ | ☐ | ☐ |
| 1. Applying contract and procurement procedures
 | ☐ | ☐ | ☐ |
| 1. Assisting the project team to plan communications, communicating with external parties/clients, participating in meetings, and making presentations
 | ☐ | ☐ | ☐ |
| 1. Planning work and project tasks for self and others, tracking progress against the project plan
 | ☐ | ☐ | ☐ |
| 1. Showing leadership in the workplace
 | ☐ | ☐ | ☐ |
| 1. Establishing effective team and workplace relationships
 | ☐ | ☐ | ☐ |
| 1. Resolving and preventing conflict and disputes in the work team
 | ☐ | ☐ | ☐ |
| 1. Consulting and developing objectives with the work team
 | ☐ | ☐ | ☐ |
| 1. Using business technology or dedicated programs and media to carry out project work activities (such as project plans, scope definitions, reports of project activities and communications with stakeholders)
 | ☐ | ☐ | ☐ |
| 1. Using the internet, electronic devices and online platforms such as Zoom
 | ☐ | ☐ | ☐ |
| 1. Please select as applicable and rate:

I am a:☐ Project Team Member☐ Project Coordinator☐ Project Team Leader ☐ Project Manager☐ Project or Program Administrator ☐ Senior Project Manager/ Senior Project Leader☐ Other –  | ☐ | ☐ | ☐ |

1. Are you currently working or have you worked or volunteered in an area related to your intended area of study? Write a few details of that experience.

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1. Write a brief description of your current role and responsibilities; you may also refer to previous roles or volunteering activities as relevant for this qualification.

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**2. Your Educational and Learning Experiences**

1. List any courses or qualifications you have previously completed and/ or the highest level of education completed

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1. **Recognition of Prior Learning / Credit Transfer**

RPL is the recognition of skills and knowledge obtained through:

* formal training or study, including courses at school, college, adult education and training programs at work
* work experience, including paid and volunteer work
* life experience, including skills attained through leisure pursuits or hobbies

RPL recognises this prior knowledge and experience and measures it against the course in which students are enrolled. A student who can demonstrate that they hold some of the skills and knowledge taught in the course may not need to complete all the units.

If you already achieved one or some of the units in your course, you may be eligible for credit transfer

For more information on the RPL, Credit Transfer and National Recognition processes, requirements and fees, refer to the Participant Handbook and the Course Overview on [www.victorianchamber.com.au](http://www.victorianchamber.com.au) or contact the Training Coordinator.

If you believe that you hold some of the competencies described and you can provide the necessary evidence, you could apply for RPL / CT; a Victorian Chamber representative will contact you to discuss this further.

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| I would like to make an application for RPL / CT: 🞏 YES 🞏 NO  |

1. Write a brief description of your past learning experiences, the good and not so good ones (think of the following guiding questions: Did you enjoy it? Was it easy or did you struggle? Have you encountered any barriers or difficulties to learning? How did you make it work for you? )

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1. Based on the information that you currently have about the course, list any concerns that might prevent you from progressing through this training and assessment program. Write a brief description of your worries or any other perceived obstacles to achieving your desired learning outcomes.

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1. Learning style

How do you learn best? Indicate below your preferred learning styles (it may be more than one):

☐ Attending face-to-face classes and interacting with the teacher and other students

☐ Group work and discussions with other students

☐ Doing work in class by myself

☐ Learning in a structured way

☐ Online – Zoom completion of the course or some of the units

☐ Self-directed learning and activities

☐ Doing most of the work at home or in my own time

☐ Researching and reading to find the information I need

☐ Hands-on tasks, role plays and activities

☐ On-the-job, workplace training

☐ Being shown how to do something and then practicing with the trainer

**3. Your Reasons for Study and your Expectations**

1. Reasons for study

Why do you want to study this course? Indicate below the reasons for choosing this course (it may be more than one):

☐ To get a job

☐ To get a better job or promotion

☐ To start or develop my existing business

☐ To gain knowledge and develop study skills

☐ To access pathways into further study

☐ To develop extra skills for my job

☐ To try for a different career

☐ For personal interest or self-development

☐ Other reasons

1. What do you know about this area of study and working in this industry?

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1. What do you hope to gain from undertaking this qualification?

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1. What benefits do you think this course will provide you personally and professionally?

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**SECTION 2 – Numeracy**

Some of the units in your course may require you to perform different math calculations or other numerical tasks.

**4. Self-assessment of numerical skills**

The following numeracy skills form part of the foundation skills incorporated in some of the units you will study and are required for competent performance.

Considering your current level of numeracy skills, based on your previous learning and work experience, rate your perceived capability to successfully achieve and demonstrate such skills, upon completing this course training and learning:

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| --- | --- |
| **Numeracy Skills** | **How confident are you?** (tick) |
| Very confident | I think I could do it | I could do it with training and assistance | Not confident |
| Uses a wide range of mainly formal and some informal, oral and written mathematical language and representation to communicate mathematically |  |  |  |  |
| Uses mathematical formulae: - to calculate resources against predetermined budgets, solve variances and finalise project costs; - to calculate resources against project requirements and to measure work output against predetermined criteria |  |  |  |  |
| Interprets numerical information: - to determine measurable objectives; - to determine project timelines; - to measure outcomes against project scope and objectives; |  |  |  |  |
| Recognises cost parameters and interprets numerical information accordingly  |  |  |  |  |
| Calculates: - time requirements for project scheduling; - changes to timelines resulting from changes to plan |  |  |  |  |
| Analyses numerical data to identify project risk levels and rank risks according to agreed system of classification |  |  |  |  |

**SECTION 3 – Other Comments\***

This is section is not compulsory.

If you’d like, you may make any other comments in support of your pre-training review or provide a Statement of Purpose as to why this is the best course for you and how important it is for you to complete it successfully (you can write as much as you want by adding more pages).

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| **Student Signature** | **Date**  |

**PRE-TRAINING REVIEW EVALUATION - *Trainer/Assessor to complete***

Trainers/ Assessors will use this section to evaluate the completed Pre-Training Review Form to determine if the student’s LLN skills are appropriate and sufficient for this course, that they are enrolling in a course according to their needs and abilities, to recommend support arrangements, if needed, or to inform the decision that this course is not suitable for the student. This form may also be used to record any additional pre-enrolment evaluations undertaken (e.g. interviews, discussions).

When evaluating the student’s PTR Form, you should use your knowledge of the course requirements, Training and Assessment Strategy and training resources, as well as your knowledge of addressing learners’ LLN and employability skills in line with the Australian Core Skills Framework and the Core Skills for Work guidelines, and according to the Pre-Training Review Policy.

The evaluation should be made in the context of this qualification, job role and the level of LLN skills that the profession and industry require.

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| **Pre-Training Evaluation Checklist** | **Yes** | **No** |
| Appropriate and sufficient language, literacy and numeracy level for this course |  |  |
| Appropriate work experience and level of skill and ability to undertake this course successfully  |  |  |
| Appropriate proposed training and assessment strategies, methods, instruments and materials |  |  |
| Enrolment in this course aligns with the student's work/ career plans |  |  |
| Student requires additional LLN support to participate in this course |  |  |
| Student requires support other than LLN to participate in this course  *What support/ adjustment is needed?\*\* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |  |
| The predicted student’s capacity to complete this course successfully is? 🞏 Poor 🞏 Fair 🞏 Good 🞏 Very Good |
| RPL/ Credit Transfer suitable |  |  |
| Gap training identified (if Yes, explain further in Comments) |  |  |
| Standard Training Plan to be prepared ( if No, explain further in Comments) |  |  |
| **Additional interviews or other pre-enrolment evaluation notes (if used):** |
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| **Areas requiring assistance and your recommendations for support or adjustment (as identified above):** |
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| **Other comments:** |
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**Pre-Training Review Outcome**

To finalise the review, the Trainer/ Assessor must provide detailed answers to the following questions:

1. With which of the following objectives does the proposed training align with?

☐ It will enable the student to obtain the required skills to make them job-ready;

☐ It will assist the student to undertake further education; and/ or

☐ It will enable the student access to training as a disadvantaged learner.

Provide details of your answer and explain how this training aligns with the stated objective(s):

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2. Is this qualification both suitable and the most suitable training option for the student? ☐ Yes ☐ No

Provide the rationale for your decision (based on student’s answers and your evaluation):

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3. Are the proposed Training and Assessment Strategy and learning materials appropriate for the student? ☐ Yes ☐ No

Provide the rationale for your decision (based on student’s answers and your evaluation):

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| **Trainer/ Assessor’s Recommendation** |
| **Student Name:**  |
| Enrolment to proceed in the standard course ☐YES ☐ NO\*Enrolment to proceed with adjustments ☐YES\* ☐ NOEnrolment in this qualification should not proceed\* ☐ |
| **If \*, Training Coordinator to forward PTR to the Executive Manager, Training Services for further action** ☐ |

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| **Trainer/ Assessor Name**  | **Signature** | **Date**  |