# Overview

1. This guide must be used in accordance with the Enrolment Policy and Procedure
2. This guide is used:
   1. By enrolment coordinators
   2. For all new students prior to their enrolment
3. The pre-enrolment interview aims to assess the student’s knowledge, skills and experience to determine support needs and/or eligibility for RPL or credit recognition.

# Oral Communication Assessment

This interview also forms a part of the student’s LLN assessment, covering both listening and speaking components of Oral Communication. Tick description that best characterises the student’s listening and speaking skills.

## Speaking

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| **Student Level** | | | | **Description** |
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|  |  |  | 1 | Gives or elicits basic information in a short, simple spoken context |
|  | | | | |
|  |  |  | 2 | Uses everyday language to provide information or maintain a conversation in familiar spoken contexts |
|  | | | | |
|  |  |  | 3 | Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts |
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|  |  |  | 4 | Demonstrates flexibility in spoken texts by choosing appropriate structures and strategies in a range of contexts |
|  | | | | |
|  |  |  | 5 | Establishes and maintains complex and effective spoken communication in a broad range of contexts |
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## Listening

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| **Student Level** | | | | **Description** |
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|  |  |  | 1 | Listens for basic information in short, simple oral texts |
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|  |  |  | 2 | Listens for relevant information in oral texts across familiar contexts |
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|  |  |  | 3 | Derives meaning from a range of oral texts in familiar and some unfamiliar contexts |
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|  |  |  | 4 | Applies appropriate strategies to extract main ideas from oral texts across a range of contexts |
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|  |  |  | 5 | Displays depth of understanding of complex oral texts which include multiple and unstated meanings |
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# Student Information

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| --- | --- | --- | --- | --- | --- |
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| **Student name:** |  | Click or tap here to enter text. |  | Outcome:  Endorsed for enrolment  Endorsed for enrolment with conditions  LLN Support required  Reasonable adjustments required  Eligible for RPL / Credit Recognition |  |
|  | | | |
| **Date of interview:** |  | Click or tap here to enter text. |  |
|  | | | |
| **Interviewer:** |  | Click or tap here to enter text. |  |
|  | | | |
| **Course/s:** |  | Click or tap here to enter text. |  |
|  | | | | | |

# Opening Script

Hello (student name),

Thank you for agreeing to participate in this interview. During this interview, I will be asking you a couple of questions about yourself. Your answers will help us determine the training approach and support that is most suitable for you.

It will also help us assess whether you are eligible for recognition of prior learning or credit transfer, which may reduce the amount of training required for you to complete the course.

Should you have any questions or concerns about Australian Polytechnic Institute or the course you are enrolling in please do not hesitate to ask me during this interview.

# Interview Questions

Document the student’s responses on the fields provided:

|  |  |
| --- | --- |
| Requirement | Comments |
| 1. Do you have any prior learning and/or professional experience related to the course you wish to enrol in? | **If NO**, move to **question 3**.  **If YES**:   * Ask student if he/she would like to apply for RPL/Credit Transfer. Ask student to provide details. In particular,   For RPL:   * Describe relevant experience * Inclusive dates of relevant experience * *Note: relevant experience must be sufficient (at least two years in duration), and current (within the last two years). If the student has sufficient and current relevant experience, send the student the* ***RPL Application Form***   For Credit Transfer:   * Unit codes of completed units * Confirm that corresponding certificates are available for verification * *Note: if the student holds units that are identical or equivalent to units required by the course, send the student the* ***Credit Transfer Application form*** |
| 1. Describe the reading, writing and numeracy requirements involved in your role. | **ASK:**   * Reading: What type of documents do they read? How often do they have to do this? What do they have to do with what they have read? Etc. * Writing: What type of documents do they write? How often do they have to do this? What are the documents they write usually for? Etc. * Numeracy: What part of their work involves use of numeracy skills? How often do they have to do this?   ***NOTE:*** *Check against the reading, writing and numeracy requirements of the course (see* ***TAS*** *for reference). If you find that the student’s reading, writing, numeracy and oral communication (through your conversation) is not sufficient to undertake the course, send the student the* ***LLN Assessment****. Otherwise, document your findings here and defer* ***LLN Assessment****. Move to* ***question 4.*** |
| 1. What do you know about   Enter course here | ***NOTE:*** *Assess how student explains himself/herself. Take note of his/her choice of words. Is he/she using basic and simple words in general? Is he/she using complex / advanced words to describe his/her knowledge/experience more accurately? See the Speaking Skills descriptors provided on page 1 of this document for more guidance.* |
| 1. Describe the reading, writing, numeracy and oral communication skills required to undertake the course (see TAS for details). Ask the student if he/she foresees any possible challenges completing these tasks. | **If YES**, send the student the **LLN Assessment**.  **If NO**:   * Explain to the student that he/she may waive the **LLN Assessment**. * Explain that the purpose of the **LLN assessment** is for the RTO to determine the level of support required for the student to undertake the course. * Advise the student that should he/she need LLN support at any time within the duration of the course, he/she must notify his/her trainer immediately so he/she may be provided with available support * Advise the student that no refunds will be given should he/she be unable to complete the course because of LLN difficulties     ***NOTE:*** *Tick boxes above as you explain each point to the student.* |
| 1. Do you have any learning difficulties, disabilities and/or chronic conditions that may affect your studies? | **If NO**, move to **next question.**  **If YES**, ask for details.  ***NOTE:***   * *Determine if reasonable adjustments may be applied to support the learner. If reasonable adjustments are applicable, document your findings. Advise the student that their trainer will contact them prior to the start of the course to discuss any reasonable adjustments that may be applied to help them with the course activities.* * *If the student’s learning difficulties, disabilities and/or chronic conditions will prevent the student from completing requirements of the course, and reasonable adjustments are not applicable, document your findings. Advise the student that the course requires students to undertake activities that he/she may not be able to complete with his/her condition. For example, if ‘visual assessment’ is a requirement of the course, a blind student will not be able to carry this out, and reasonable adjustments will not be applicable. See Support Services Policy and Procedure for more details.* |
| 1. Assess listening skills.   *(skip this part if student is obviously fluent)*  ***Script for interviewer:*** *I’m now going to assess your listening skills. Please listen to the short text I am going to read to you. Then answer questions about the text. You may take notes if you wish. Are you ready?* | ***Text:***  *One fine afternoon, after Peter had watched the cartoon series “Super Heroes”, he was eager to fly himself. So, he wore his Superman suit and told his friends he was going to fly. He thought if no one could teach him to fly then he would have to teach himself. Peter climbed up a tree and shouted, “Here comes the superhero!” Then he jumped down. Instead of flying, he was falling. He hit the ground real hard. It was a loud thud and his neighbours came rushing to see what had happened. They saw poor Peter lying helplessly on the ground and crying. They immediately called for an ambulance. Peter stayed in hospital for three days with a cast on his right broken leg. The doctor said Peter would recover within a month but meanwhile he needed crutches.*  ***Question 1:***  *What was the text about?*   * *Assess the accuracy of the learner’s response. See the Listening Skills descriptors provided on page 1 of this document for more guidance.*   ***Question 2:***  *What happened when Peter jumped from the tree?*   * *he hit the ground real hard*   ***Question 3:***  *What did the neighbours see and do?*   * *they saw Peter lying helplessly on the ground and crying, and they called for an ambulance* |