

Policy 4: Pre-Training Review Policy and Procedure

Purpose

This policy and procedure is in place to ensure that all applicants seeking entry into a nationally accredited course with ACU have the appropriate level of foundation/LLN skills in order to achieve the competencies of the vocational course.

This policy and procedure also ensure that the staff and applicants make informed decisions about the suitability and relevance of the course the applicant is undertaking with ACU. The process also identifies the support a student may require to complete the course.

Scope

This policy and procedure applies to all applicants, students and staff at ACU.

Definitions

- 1. Foundation Skills (FS)** refer to learning, reading, writing, oral communication and numeracy as defined by ACSF. In this policy LLN refers to the foundation skills.
- 2. Pre-training Review (PTR)** is the process of determining suitability and relevance of the course based on the individual's current competencies, existing educational attainment, capabilities, aspirations and interests and with due consideration of the likely job outcomes from the development of new competencies and skills.
- 3. Australian Core Skills Framework (ACSF)** is a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.

Policy

1. General

- 1.1 ACU conducts pre-training reviews to determine the current competencies including foundation skills required for successful completion of the selected course.
- 1.2 All applicants for courses offered by ACU are expected to undergo a LLN/entrance/pre-training/foundation skills assessment test prior to enrolment in training.
- 1.3 When the relevant industry training boards have announced their recommendations for required ACSF levels for courses, ACU will adjust the relevant policies and procedures accordingly.
- 1.4 ACU's Pre-training review consists of
 - a. Course Information Session
 - b. LLN/entrance/pre-training/foundation skills assessment test
 - c. PTR interview
 - d. Development of the training plan/Individual Learning Plan
- 1.5 No part of the Pre-training review is subcontracted to any third party providers.

2. Determination of the minimum foundation skills required to successfully complete the training program

- 2.1 Requirements for the minimum foundation skills are gathered mainly from three sources:
 - a. Training packages/Accredited curriculum requirements
 - b. Industry consultation and
 - c. Trainer/assessor input

2.2 Training Package/Accredited curriculum requirements

- 2.1. Where training packages indicate the foundation skills required to achieve competency these LLN Skills are incorporated into the pre training assessment as much as possible.

2.3 Industry Consultation

- a. When ACU prepares the Training and Assessment Strategy (TAS) for each course, the best practice it deploys is to circulate the TAS to industry experts for their feedback and comments.
- b. All the industry experts' comments are captured in the Industry Consultation form.
- c. Industry representatives are consulted about the nature and level of LLN tasks in the relevant job role.
- d. The course coordinators consult ACU's LLN specialist and set the entry level requirement in all foundation skills for each course.
- e. Assessment tools are designed keeping the industry expectations in mind and then they are validated against the principles of assessment and the rules of evidences.
- f. The changes suggested are incorporated, version controlled and then used in the relevant course.

2.4 Trainer/Assessor Consultation

- a. A team composed of a combination of LLN specialists and trainers/assessors meet to determine the LLN skills required to complete the course successfully. They examine all units of study for the selected qualification to determine what LLN skills are required for students to successfully meet the requirements of all units
- b. The team engages in the following tasks
 - i. Reading and understanding the unit descriptions taken from www.training.gov.au
 - ii. Brainstorming and listing written and spoken texts required to achieve the unit of competency
 - iii. Listing of nature and level of tasks required using these written and spoken texts
 - iv. Listing of numeracy tasks and levels of complexity of tasks required in the unit and the relevant job role.
- c. The identified LLN skills are mapped against the ACSF level.
- d. Based on the input/feedback received from the team, the LLN Specialist in consultation with Course Coordinators decides on the entry level requirement for the course.
- e. The LLN specialist then designs the assessment tool, validates them and conducts the LLN/pre-training/foundation skills assessment.

3. Development of LLN/Entrance/Pre-training/foundation skills assessment test

- 3.1 ACU designs and develops its own LLN assessment tools based on the Australian Core Skills Framework.
- 3.2 LLN tests for individual courses are customised as per the training package and industry requirements as per clause 2 of this policy.
- 3.3 All LLN assessment tools are structured using the following skill categories
 - a. Reading Comprehension
 - b. Numeracy
 - c. Writing
 - d. Speaking/ Listening
- 3.4 All LLN assessment tools are validated by a panel of industry experts/LLN specialists to ensure that the LLN assessment tools are in line with the principles of assessment: fairness, flexibility, validity and reliability and the rules of evidence: validity, sufficiency, authenticity and currency.
- 3.5 Each assessment tool is mapped to the required ACSF level. The QA04 Assessment Validation Report is completed as a record of the validation meeting.

3.6 Measures are taken to ensure that the design and implementation of the assessment tool produce consistent results. As part of the assessment tool development process the test is trialled with different groups of learners. Before fully implementing the assessment tool a moderation session is conducted to assess the effectiveness of the tool and the marking guide in producing consistent results. Moderation sessions are conducted on an annual basis to ensure a consistent marking approach.

4. Conducting LLN/Entrance/Pre-training/foundation skills assessment test

4.1 ACU commences the application processes well in advance to allow ample time to assess the foundation/LLN skills required for the selected course.

4.2 Appropriate LLN assessments are administered by the Course Coordinators and LLN Specialist.

4.3 On the day of LLN assessment, an interview (Pre-training review - PTR) is conducted to assess the applicant's speaking/listening skills as well as to identify any competencies previously acquired (Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) or Credit Transfer). Existing educational attainment, capabilities, aspirations and interests are identified to ascertain the suitability and relevance of the course.

4.4 Based on the LLN assessment, a pre-training review report is written for each applicant. The report identifies

- a. the objective (s) of the Skills First Program which will be achieved by the applicant in completing the course i) enable Eligible Individuals to obtain the required skills to make them job-ready; ii) assist Eligible Individuals to undertake further education; and/or iii) promote/enable access to training for disadvantaged learners
- b. whether the course is suitable for the applicant considering the applicants previous study and work experience
- c. whether the proposed learning strategies and materials are appropriate for the applicant
- d. the individual learner's digital capability, including access to necessary technology
- e. whether the applicant has the required LLN skill levels to complete the course
- f. if the applicant does not have the pre requisite LLN skills what assistance could be given to enable the applicant to complete the course

5. Foundation skills requirement Determination/Assessment outcome

5.1 Trainer/Assessor marks the LLN assessments against the assessment criteria specified in the marking guide.

5.2 The performance of the participants is recorded in the LLN assessment tool and in the pre-training review report.

5.3 Decision about the current LLN skills is made based on the entry requirements mentioned in clause 2.4 and the recommendations are recorded in the pre-training review report.

5.4 Any gap between the current ACSF level and the required ACSF level is identified and recorded in the pre-training review report and in the individual training plan. Considerations are given to the industry requirements.

5.5 Applicants with one level difference in one or two core skills may be granted enrolment with some additional LLN support arrangements such as selected units from General Education for Adults, additional coaching, special classes and access to ACU's academic skills unit. (e.g. If an applicant seeking to study the Diploma of Nursing demonstrates an entry level ACSF 3 in one core area, where the required level is 4, she/he may be granted enrolment with additional supports).

5.6 Any applicant identified to have more than 1 level of difference between the current and required ACSF levels may be recommended to do the appropriate foundation skills course and reapply to the intended course. In which case Certificate II in General Education for Adults (Cert II in GEA) may be delivered as a standalone qualification as a pathway into the desired course of study.

6. LLN Support/Delivery of the subsidised Foundation Skills Training

- 6.1 The foundation skills course (Certificate II GEA) is delivered in accordance with the Training and Assessment Strategy (TAS).
- 6.2 Selected units from Certificate II in General Education for Adults may be offered as an additional support program for the Diploma of Nursing students or it could be delivered as a standalone qualification.
- 6.3 The delivery of Certificate II in GEA focuses on the development of
- Language and literacy skills - to read, interpret, evaluate and create a range of texts
 - Numeracy skills - to apply knowledge of everyday and formal numeracy in a range of contexts.
 - Skills and Knowledge – to conduct a project and to investigate pathways and develop, implement and review a learning plan
 - Skills and knowledge to work with people from diverse culture with special reference to Aboriginal and Torres Strait Islanders
- 6.4 Upon successful completion of the course the participants may choose to enrol in the desired course or seek for employment or other training.

7. LLN Specialist

- 7.1 ACU has a LLN specialist with appropriate qualification and experience in delivering Language, Literacy and Numeracy support programs.
- 7.2 The LLN specialist -
- a. Designs pre-training assessments based on ACSF skill levels required in the course
 - b. Consults with the relevant course coordinator and industry personnel to set the ACSF entry level requirement for each course.
 - c. Writes the pre training review reports for each applicant indicating the suitability of the course for the applicant
 - d. Provides recommendations on the steps to be taken when the applicant has been identified as needing LLN assistance.
 - e. Refers applicants where appropriate to an ACU foundation skills program or to external LLN programs
 - f. Assists trainers in making reasonable adjustments to their training materials and assessment techniques to support the learners with LLN difficulties.

8. Special LLN Requirement for VET Student Loans (VSL) for Diploma level and above courses

- 8.1 The mandatory minimum entry literacy and numeracy requirements prior to learners enrolling in a VET course of study at a Diploma level or above qualification and accessing VET Student Loans (VSL) is that learners need to display competence at **Exit Level 3** in the Australian Core Skills Framework (ACSF) in both skill areas of reading and numeracy.
- 8.2 Applicants accessing VET Student Loans (VSL) are required to have a
- Senior Secondary Certificate of Education that has been awarded to the student by an agency or authority of Australian State or Territory for the student's completion of year 12.
 - Certificate (however described) of a qualification at level 4 or above in the Australian Qualifications Framework and the course for the qualification was delivered in English.
- 8.3 Applicants without the requirements specified in clause 8.2 must complete the Commonwealth Government approved ACU LLN test or the ACER Foundations skills test or any other Commonwealth Government approved LLN test.
- 8.4 Applicants who complete ACU's LLN test are issued with a certificate stating the ACSF level achieved. Students applying for VSL with other Commonwealth Government approved LLN tests, must produce the LLN certificate at the time of application for VSL or enrolment whichever occurs first.

9. English Language Skills Requirements for the Nursing and Midwifery Board of Australia (NMBA)

- 9.1. This section of the policy has been derived from the Registration standard: English language skills (Effective from July 2015).
- 9.2. NMBA requires all applicants, prior to the commencement of the course, to demonstrate English language skills to be suitable for registration.
- 9.3. ACU College will inform the prospective students via website, marketing flyer and information session that, prior to the commencement of the course, all students must demonstrate English language competency via one of the following pathways:

9.3.1. Primary language pathway:

- 9.3.1.1. English is their primary language. This means that English must be the language they primarily use for reading, writing, listening and speaking and the language they know best and are most comfortable with; **and**
- 9.3.1.2. They have attended and satisfactorily completed at least six years of primary and secondary education taught and assessed in English in one of the recognised countries, including at least two years between years 7 and 12; **and**
- 9.3.1.3. Evidence of completion of HLT54115 Diploma of Nursing from ACU (to be provided at the time of initial registration with AHPRA).

9.3.2. Extended education pathway – enrolled nurses:

- 9.3.2.1. Students must provide evidence of the completion of five (5) years (full-time equivalent) of education taught and assessed in English, in any of the recognised countries.
- 9.3.2.2. The five years may include three and a half (3.5) years (full-time equivalent) of the following qualification in one of the recognised countries:
 - vocational and secondary education taught and assessed in English; or
 - tertiary and vocational education taught and assessed in English; or
 - combined tertiary, secondary and vocational education taught and assessed in English; or
 - tertiary education taught and assessed in English; **and**

The completion of HLT54115 Diploma of Nursing from ACU for one and a half (1.5) years.

9.3.3. Test pathway

- 9.3.3.1. Students must achieve the required minimum scores in one of the following English language tests and meet the requirements for test results as specified below:
 - **International English Language Test System (IELTS) Academic module** with a minimum overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking). Undertake maximum of two test sittings in a six month period and achieve a minimum score of 7 in each component across the two sittings and no score in any component of the test below 6.5.
 - **Occupational English Test (OET)** with a minimum score of B in each of the four components (listening, reading, writing and speaking). Undertake maximum of two test sittings in a six month period and achieve a minimum score of B in each component across the two sittings and no score in any component of the test below C.
 - **Pearson Test of English Academic (PTE Academic)** with a minimum overall score of 65 and a minimum score of 65 in each of the four communicative skills (listening, reading, writing and speaking). Undertake maximum of two test sittings in a six month period and achieve a minimum score of 65 in each component across the two sittings and no score in any component of the test below 58.
 - **Test of English as a Foreign Language internet-based test (TOEFL iBT)** with a minimum total score of 94 and the minimum scores of 24 for listening, 24 for reading, 27 for writing, and 23 for speaking. Undertake maximum of two test sittings in a six month period and achieve a minimum total score of 94 in each component across the

two sittings and no score in any of the sections below 20 for listening, 19 for reading, 24 for writing, and 20 for speaking.

9.3.3.2. The test results must be obtained within the two years before the date the students lodge their application for registration **or**

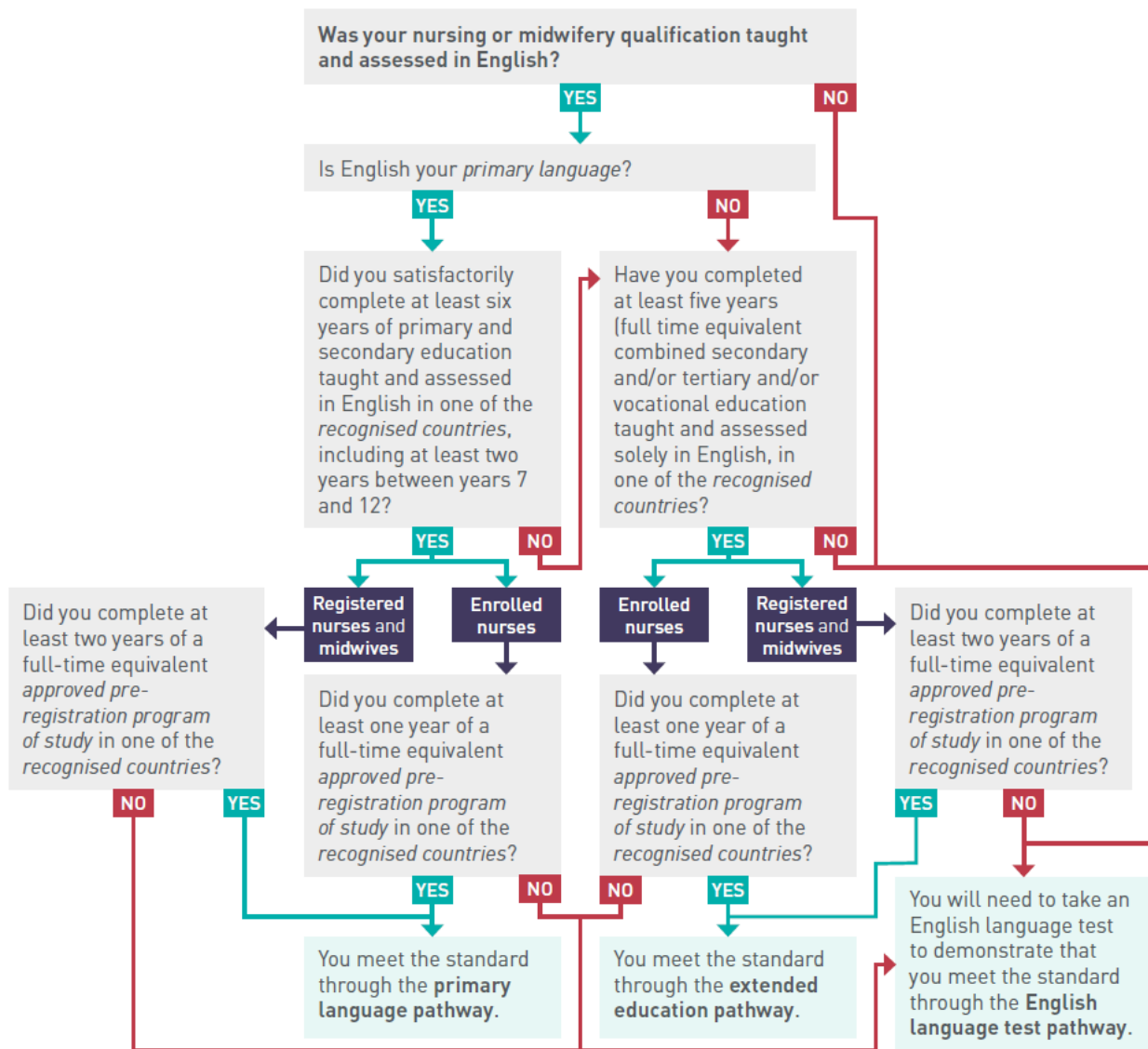
9.3.3.3. More than two years before the date they lodge their application for registration if, in the period since the test result was obtained, they:

- have been continuously enrolled in HLT54115 Diploma of Nursing at ACU (which commenced within 12 months of the date of the test); and
- undertook subjects in each semester, with no break from study apart from ACU's scheduled holidays; and
- Lodge their application for registration within 12 months of completing HLT54115 Diploma of Nursing.

9.3.3.4. For the purposes of calculating time, if a student relies on test results from two sittings, time begins to run from the date of the earlier sitting.

9.4. For the purpose of NMBA English language competency, recognised country means: **Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom and United States of America.**

9.5. The following diagram sourced from AHPRA (www.ahpra.gov.au) explains the requirements for each pathway in a flow chart.



Source: <https://www.ahpra.gov.au/Registration/Registration-Standards/English-language-skills.aspx>

10. LLN considerations when designing and delivering courses

10.1 ACU trainers and coordinators with the help of LLN specialist use a range of training strategies to support students with LLN needs.

10.2 Following are some of the suggested strategies which can be implemented:

Core skills	Training support strategies
<p>Reading</p>	<ul style="list-style-type: none"> • Ask questions to establish prior knowledge of words and concepts • Introduce industry and technical terminology, provide glossaries and encourage the use of learner's personal word lists and dictionaries • Encourage learners to use strategies such as skimming, scanning, analytical reading and critical reading • Have students paraphrase what they have read • Ensure that the resources used are at an appropriate LLN level or modify the resources to better suit the learners • Supplement reading resources with videos, diagrams, pictures and photographs. • Providing oral support such as practitioner reading texts aloud and paraphrasing into key points • Questioning to review and check comprehension • Explain how to highlight key words or concepts and take notes from written texts to assist in comprehension
<p>Writing</p>	<ul style="list-style-type: none"> • Provide learners with spelling strategies • Give learners real world example of: <ul style="list-style-type: none"> • Completed workplace forms they need to be able to use. • Documents they may need to create such as emails, brochures, letters, reports etc. • Client records • Provide many opportunities for learners to practice with real workplace forms and documents • Provide glossaries of industry and technical terminology • Encourage note taking for key points to assist with planning • Provide and encourage the use of a dictionary and thesaurus
<p>Oral Communication</p>	<ul style="list-style-type: none"> • Provide an encouraging environment with many opportunities to practice oral communication skills such as: <ul style="list-style-type: none"> • Role playing communication skills and activities • Pair work • Small group discussions • Whole class discussions • Presentations

Core skills	Training support strategies
	<ul style="list-style-type: none"> • Use oral development activities • Support oral training or discussions with written handouts • Use clear, explicit language • Speak naturally but at a moderate pace • Use culturally appropriate language • Supplement oral presentations with pictures, diagrams, and videos • Teach note taking skills from oral presentations • Demonstrate active questioning and listening • Provide glossaries for industry and technical terminology
<p style="text-align: center;">Numeracy</p>	<ul style="list-style-type: none"> • Provide handouts on the steps to take to complete mathematical procedure or exercise • Provide opportunities to practice challenging concepts • Break challenging or complex tasks down to small chunks to allow learners to fully understand each stage • Use multiple learning modalities (visual, kinaesthetic and sensory) • Discussions to explore mathematical processes including: plan, generalise, hypothesise, test ideas and form conclusions • Introduce mathematical language: e.g. there are many ways to say 'multiply', such as 'times', 'by', 'product' • Provide learners with a glossary of mathematical language • Use "real word" practical .examples in learning activities • Provide support materials such as measurement charts • Encourage the use of aids such as calculators and how to use the various functions • Ensure learners know how to use tools such as rulers, tape measures, scales etc.

PROCEDURES FOR PRE-TRAINING REVIEW (PTR)

	Action	Details of action and timelines	Responsible person
1	Preparation for Information session and PTR	<ol style="list-style-type: none"> 1. Student recruitment coordinator convenes a meeting with the Course Coordinators and the administration/reception staff to decide on: <ul style="list-style-type: none"> • Information session/PTR dates • Enrolment deadlines • Orientation day dates and • Course commencement dates. 2. These meetings are minuted and stored in a common drive (N:\ACU College\Meeting Agenda and Minutes) and actions noted for relevant people. 	Student recruitment Coordinator Reception/ Administration Staff

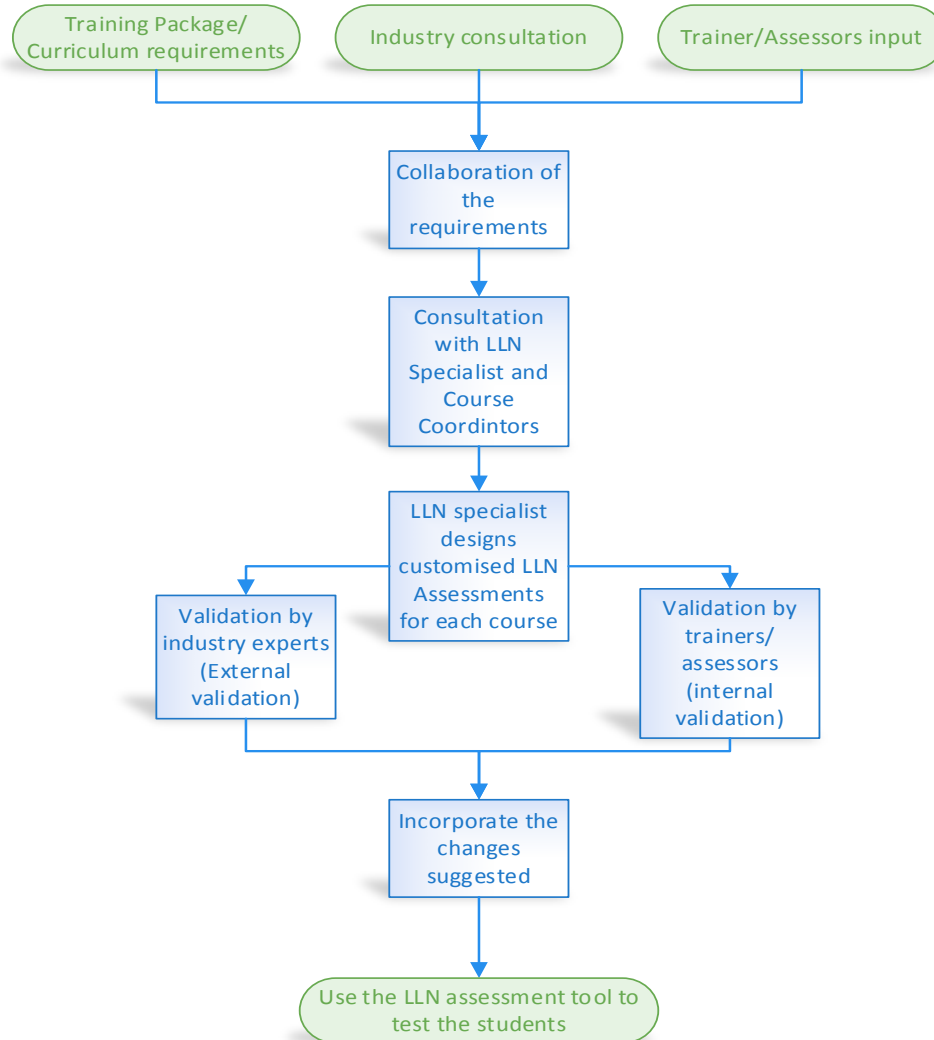
	Action	Details of action and timelines	Responsible person
		<p>3. The information session/PTR dates are published on the website by Reception/Admin team and all Course Coordinators are notified via email.</p>	
2	Expression of interest	<p>4. Applicants contact the office or enquire online about the courses offered.</p> <p>5. The reception team, within 24 hours, addresses the queries, gives the basic information about the courses (e.g. duration, fees, delivery modes, etc.) and directs them to the website to book the information session.</p> <p>6. An email confirmation is automatically sent to ACUCollege@acu.edu.au with applicant details.</p> <p>7. Upon receiving the email, within 24 hours, reception team enters the details in a spreadsheet stored at N:\ACU College/2018 (Entrance test list - one folder for each year) and emails the students with information session details (date, time, location and anything to bring).</p>	Reception/ Administration Staff
3	Information session and LLN Assessment	<p>8. Applicants, upon arrival at the respective locations, report to the reception/Course Coordinator and their names are ticked off on the list (Entrance test attendance list: Date: _____) on sighting a photo ID. From 2019 the students will sign the attendance list upon arrival.</p> <p>9. Reception team/Course Coordinator hands out EN01.2 Eligibility Assessment and Student Declaration Form for the students to complete.</p> <p>10. Course Coordinator conducts the Information session in line with the 'Information Session PowerPoint' as prepared by the compliance team. The information session may run for 30 minutes or as required. The students are provided a copy of the PowerPoint to take home with them.</p> <p>11. At the information session, the students are informed that:</p> <ul style="list-style-type: none"> • the enrolment will impact their access to further government subsidised training under this VET Funding Contract and the Guidelines about Determining Student Eligibility and Supporting Evidence <p>12. The form EN01.2 Eligibility Assessment and Student Declaration Form is completed by students at the end of the information session.</p> <p>13. Soon after the information session the LLN Assessment is conducted to assess the Language, Literacy and Numeracy skills. LLN assessment runs for 1 hour and 30 minutes.</p> <p>14. Upon completing the LLN assessment the test papers are collected and forwarded to the student recruitment Coordinator for correction by LLN assessors.</p> <p>15. The Applicants keep the EN01.2 Eligibility Assessment and Student Declaration Form with them and hand it in to their interviewer when they meet.</p>	Reception team/ Course Coordinator
4	Pre-training review	<p>16. As soon as the applicants finish the LLN assessment, they report to reception.</p> <p>17. The reception team allocates a time slot for their PTR interview.</p>	Reception team/ Course Coordinator

	Action	Details of action and timelines	Responsible person
	(PTR) interview	18. The applicant meets the interviewer with EN01.2 Eligibility Assessment and Student Declaration Form for a discussion about the individual's <ul style="list-style-type: none"> • aspirations • Interests • previous qualifications • digital literacy and • the suitability of the course. 19. Applicants are sent home after the PTR interview.	Trainers and Course Coordinators
5	PTR Report and Skills First funding, VSL and NMBA eligibility assessment	20. Student Recruitment Officer, within two weeks from the date of the Information session, collates all the information collected from the LLN assessment and PTR interview and prepares the PTR report for each eligible applicant. The PTR report identifies which objective of the VET Funding Contract (VFC) the student meets, suitability of the training, digital literacy and any additional support needed if the student has been offered a place. 21. Additional support details will be transferred to the 'training plan' and 'individual learning plan' (if applicable) for each student needing support upon enrolment. 22. Details of the students likely to be made an 'offer' are recorded in the same spreadsheet stored in N:\ACU College/2018 (Entrance test list) by Reception/Admin team. 23. The PTR report and the EN01.2 Eligibility Assessment and Student Declaration Form are then forwarded to the Eligibility assessment team for a preliminary assessment of funding eligibility. (Note: At this stage no evidence documents, e.g. Birth certificate, year 12 certificate, etc.) are collected. Eligibility assessment team must refer to the Policy 5 Enrolment Policy and Procedure to identify the relevant eligibility criteria for each state and VET Student Loans. 24. Eligibility assessment team updates the same spreadsheet stored N:\ACU College/2018 (Entrance test list) with the 'indicative funding eligibility' assessment results and forwards the file and the spreadsheet to the reception team* to send out the offer and the 'statement of fees'.	Student recruitment Officer Eligibility Assessment team *Please note: the reception team is being redeveloped into a student support team.
6	Making an Offer and acceptance forms	25. All eligible applicants are made an offer of place in the course and receive the applicable 'statement of fees'. 26. For Diploma of Nursing <ul style="list-style-type: none"> • the applicants are made a provisional offer, subject to meeting NMBA English language eligibility requirements. • The admin team emails the provisional offer letter detailing the English Language requirement and EN05 NMBA English Language Skills Requirements form. Students are also provided with a specific submission date for the completed form and associated certified documents (if applicable). • Upon receipt of the completed EN05 NMBA English Language Skills Requirements form 	Reception team/ Course Coordinator Data team/ Course Coordinator

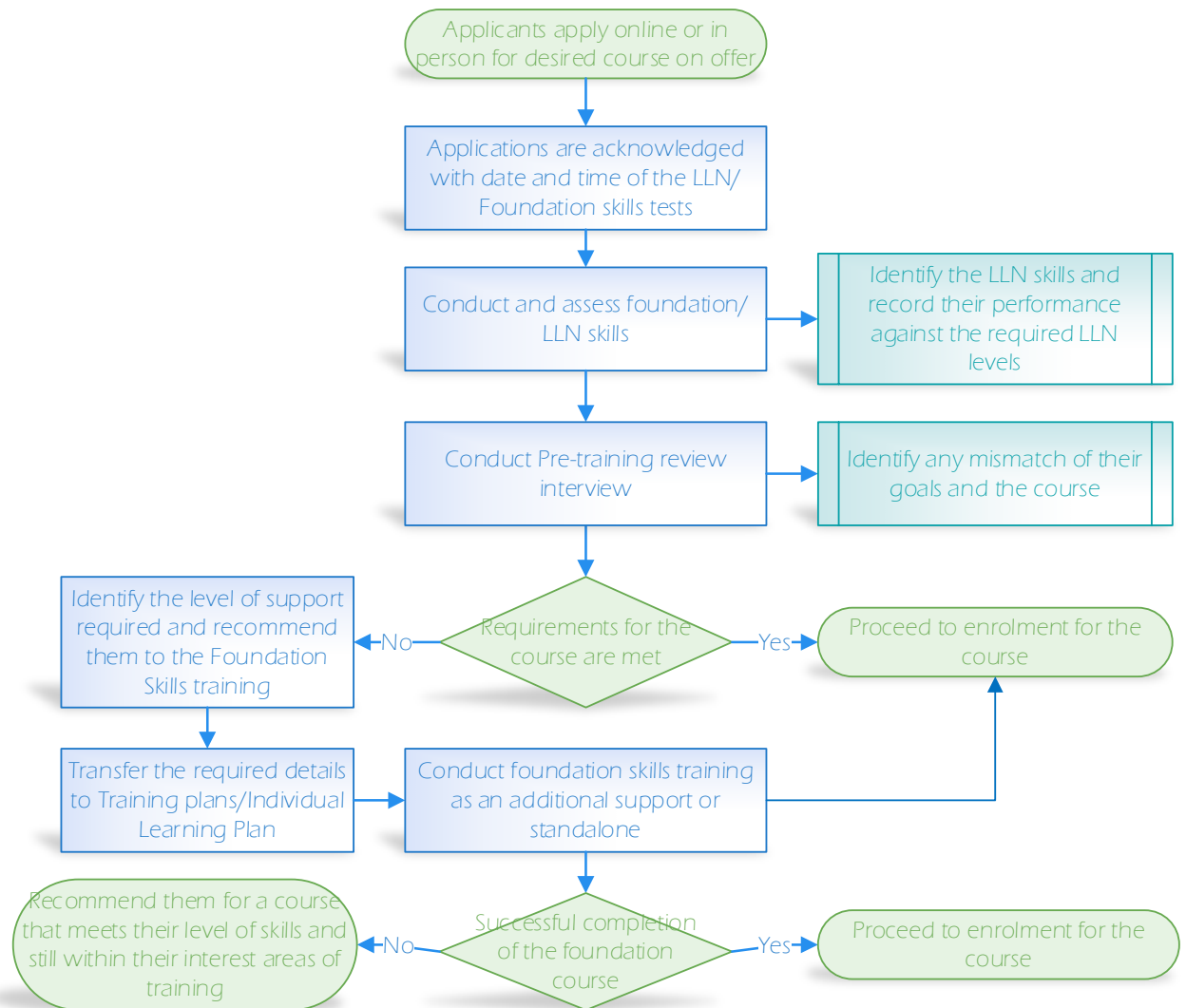
	Action	Details of action and timelines	Responsible person
		<p>the admin team will check the documentation and determine which pathway criteria is applicable to each student</p> <ul style="list-style-type: none"> • The information is recorded in spreadsheet stored N:\ACU College/2018 (Entrance test list) and then a formal offer is made to the eligible students. <p>27. The applicants accept the offer by</p> <ul style="list-style-type: none"> • signing and returning the 'acceptance form' and • paying the applicable deposit to the office within a week of receiving the offer. <p>28. ONE reminder is sent if the acceptance form is not received within that week. The student will be removed from the offer list within 48 hours.</p> <p>29. Under the instruction of the student recruitment officer, the office will initiate an 'offer' to the next eligible student on the waiting list.</p> <p>30. The Admin team:</p> <ul style="list-style-type: none"> • collects the acceptance forms and files the LLN assessments; PTR interview; and PTR report for each prospective student. • collects EN05 NMBA English Language Skills Requirements form for the Diploma of Nursing students. • updates the spreadsheet stored N:\ACU College/2018 (Entrance test list); collates the folder with student eligibility evidence; and • informs the data team via email that the spreadsheet is updated to commence the enrolment process. 	

Process Map

Determination of the minimum foundation skills required to successfully complete the training program



Pre-training Review process



Appendix 1

ACSF Levels Required for Entry into ACU courses					
Courses	Core Skills				
	Learning	Reading	Writing	Oral Communication	Numeracy
BSB51915 Diploma of Leadership and Management	4	4	4	4	4
CHC30113 Certificate III in Early Childhood Education and Care	3	3	3	4	2
CHC30213 Certificate III in Education Support	3	3	3	4	2
CHC33015 Certificate III in Individual Support	3	3	3	4	2
CHC40213 Certificate IV in Education Support	4	3	3	4	3
CHC50113 Diploma in Early Childhood Education and Care	4	3	3	4	2
HLT33015 Certificate III in Allied Health Assistance	3	3	3	4	2
HLT54115 Diploma of Nursing	4	3 - 4	3 - 4	4	3
SIS30315 Certificate III in Fitness	3	3	3	4	2
HLTAID001 Provide Cardiopulmonary Resuscitation	3	3	3	3	2
HLTAID002 Provide Basic Emergency Life Support	3	3	3	3	2
HLTAID003 Provide First Aid	3	3	3	3	2
22237VIC Certificate II in General Education for Adults	3	3	3	3	3
SIS40215 Certificate IV in Fitness	4	3	3	4	2

Version History	Detail of update
Version 1.6	Rebranded to ACU College
Version 2.0	Inclusion of ANMAC English requirements and the updated procedures.