

UAN SUITABILITY AND SUPPORT NEEDS ASSESSMENT GUIDE



Government
of South Australia
Department for Education



The UAN Suitability and Support Needs Assessment Guide identifies the seven areas of suitability and support needs that, at a minimum, must be assessed through the training provider's pre-enrolment processes.

Training providers must embed the below seven areas of suitability and support needs assessment into their learner selection processes. Evidence from these processes could include answers to interview questions, learner training plans, learner self-assessment tools and documentation of formal or informal discussions.

DATE ASSESSED	NAME OF ASSESSOR	LEARNER NAME	DATE OF BIRTH	USI NUMBER

Aspect of Suitability	Barriers/Support needs identified – tick all that apply	Supports to be provided – tick all that apply	Suitability for course
Ability to communicate effectively in English	<input type="checkbox"/> Unable to read, understand and complete basic forms <input type="checkbox"/> Limited vocabulary <input type="checkbox"/> Unable to respond to questions, follow discussion or needs interpreter <input type="checkbox"/> Low level prior education in first language or illiterate in first language Notes:	<input type="checkbox"/> Tutorial/study skills support through training provider <input type="checkbox"/> Tutorial/study skills support through school <input type="checkbox"/> Referral back to school <input type="checkbox"/> Referral to Skills SA Infoline <input type="checkbox"/> Referral to TAFE SA funded English language assessment and access to fee free English language courses Notes:	<input type="checkbox"/> Suitable <input type="checkbox"/> Suitable with support <input type="checkbox"/> Not suitable

Aspect of Suitability	Barriers/Support needs identified – tick all that apply	Supports to be provided – tick all that apply	Suitability for course
Ability to meet inherent course requirements related to prerequisites or training and assessment performance criteria	<input type="checkbox"/> Unable to meet inherent course requirements due to disability* or health <input type="checkbox"/> Does not yet meet prior educational attainment, experience or qualifications required <input type="checkbox"/> Oral communication skills, digital literacy and/or learning skills require further development to meet course requirements Notes:	<input type="checkbox"/> Vocational bridging units available to enable pre-requisites or digital literacy to be met <input type="checkbox"/> School to provide personal or learning supports <input type="checkbox"/> Referral back to school <input type="checkbox"/> Referral to Skills SA Infoline Notes:	<input type="checkbox"/> Suitable <input type="checkbox"/> Suitable with support <input type="checkbox"/> Not suitable
Career goals and aspirations of the individual are aligned with the course of choice	<input type="checkbox"/> Course does not align with the individual's personal career goals or aspirations <input type="checkbox"/> Unable to identify own or any personal career goals or aspirations <input type="checkbox"/> Unable to articulate the reasons for wanting to undertake the course or course is not own informed choice Notes:	<input type="checkbox"/> Referral back to school <input type="checkbox"/> Referral to Skills SA Infoline <input type="checkbox"/> Referral to alternative course that better match career goals and aspirations Notes:	<input type="checkbox"/> Suitable <input type="checkbox"/> Suitable with support <input type="checkbox"/> Not suitable
Understanding of employment pathways course can lead to, employer expectations and working conditions in this field of employment	<input type="checkbox"/> Course will not lead to the employment opportunities the individual is seeking <input type="checkbox"/> Limited to no understanding of employment pathways, employer expectations and/or working conditions <input type="checkbox"/> Personal preferences, beliefs or values are not aligned with the type of employment the course leads to, employer expectations or working conditions Notes:	<input type="checkbox"/> Information provision, referral to more appropriate course and re-interview <input type="checkbox"/> Referral back to school <input type="checkbox"/> Referral to Skills SA Infoline Notes:	<input type="checkbox"/> Suitable <input type="checkbox"/> Suitable with support <input type="checkbox"/> Not suitable

Aspect of Suitability	Barriers/Support needs identified – tick all that apply	Supports to be provided – tick all that apply	Suitability for course
<p>Understanding of and ability to meet industry or regulatory requirements such as minimum age or police checks</p>	<p><input type="checkbox"/> Requirements cannot be met for this course</p> <p><input type="checkbox"/> Requirements impacted at this time by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Legal issues <input type="checkbox"/> Age <input type="checkbox"/> Other (specify) _____ <p>Notes:</p>	<p><input type="checkbox"/> Information provision, referral to more appropriate course</p> <p><input type="checkbox"/> Re-interview when requirement can be met</p> <p><input type="checkbox"/> Referral back to school</p> <p><input type="checkbox"/> Referral to Skills SA Infoline</p> <p>Notes:</p>	<p><input type="checkbox"/> Suitable</p> <p><input type="checkbox"/> Suitable with support</p> <p><input type="checkbox"/> Not suitable</p>
<p>Aptitude for learning</p>	<p><input type="checkbox"/> VET study skills such as planning, organising, time management, prioritising, self-discipline, self-directed learning, or problem-solving need development or are impacted by disability*</p> <p><input type="checkbox"/> Prior or current poor attendance history</p> <p><input type="checkbox"/> Lacks the level of interest or motivation needed for the course</p> <p><input type="checkbox"/> Capabilities to successfully interact with other students or trainer need development or are impacted by disability*</p> <p><input type="checkbox"/> Communication skills such as listening, speaking, observing, or empathising need development or are impacted by disability*</p> <p><input type="checkbox"/> Ability to stay on task, focus or maintain attention or concentration needs development or are impacted by disability*</p> <p><i>*The definition of disability is broad and does not rely on a formal diagnosis of disability and includes disability in relation to physical, intellectual, psychiatric, sensory, neurological, learning disabilities and physical disfigurement [Source: Department of Education Disability Discrimination Act 1992 Fact Sheet 1 DDA]</i></p> <p>Notes:</p>	<p><input type="checkbox"/> Assistance with preparations for formal study environment and course expectations</p> <p><input type="checkbox"/> Tutorial/study skills support through training provider</p> <p><input type="checkbox"/> Tutorial/study skills support through school</p> <p><input type="checkbox"/> School to provide personal and learning supports</p> <p><input type="checkbox"/> Reasonable adjustments in accordance with the Disability Discrimination Act Education Standards</p> <p><input type="checkbox"/> Development of individual disability access plan</p> <p><input type="checkbox"/> Referral to Learner Support Services (LSS) for supports</p> <p><input type="checkbox"/> Referral back to school</p> <p>Notes:</p>	<p><input type="checkbox"/> Suitable</p> <p><input type="checkbox"/> Suitable with support</p> <p><input type="checkbox"/> Not suitable</p>

Aspect of Suitability	Barriers/Support needs identified – tick all that apply	Supports to be provided – tick all that apply	Suitability for course
Understanding of: <ul style="list-style-type: none"> • course expectations • delivery methods • course and incidentals costs • location of training • recognition of prior learning • work placement • attendance requirements 	<input type="checkbox"/> Limited to no understanding of expectation and therefore ill prepared for participation of the course currently <input type="checkbox"/> Good understanding of expectations but individual identified currently unable to meet all due to circumstances that cannot be remedied through supports – will re-apply at later date <input type="checkbox"/> Good understanding of expectations but individual identified they are impacted currently by: <ul style="list-style-type: none"> <input type="checkbox"/> Transport to get to training or work placement <input type="checkbox"/> Finance/income to pay for course costs <input type="checkbox"/> Accommodation issues <input type="checkbox"/> Personal/family circumstances or commitments <input type="checkbox"/> Disability/health <input type="checkbox"/> Access to the technology required to undertake the course (internet, computer, laptop) <input type="checkbox"/> Other (specify) Notes:	<input type="checkbox"/> Timetabling adjustments <input type="checkbox"/> Flexibility in course requirements or assessment options to accommodate personal barriers <input type="checkbox"/> School to provide personal or learning supports <input type="checkbox"/> Referral back to school <input type="checkbox"/> Referral to LSS for supports <input type="checkbox"/> Referral to external services for support Notes:	<input type="checkbox"/> Suitable <input type="checkbox"/> Suitable with support <input type="checkbox"/> Not suitable

Comments