Upfront Assessment of Need (UAN) suitability and support needs assessment guide

Training providers must embed the below 7 areas of suitability and support into their pre-enrolment process.
The pre-enrolment process must identify at a minimum:

- which training provider staff member undertakes this assessment
- at what point in the pre-enrolment process each of the 7 areas of suitability is assessed, and how
- where evidence and findings from the assessment are recorded and made available to relevant staff
- how supports and actions identified through the assessment will be implemented and monitored.

Area of suitability	Examples of support needs (signs) *Training provider to customise according to the training product, mode of delivery and in-house supports*	Examples of supports and actions *Training provider to customise according to the training product, mode of delivery and in-house supports*	Suitability for course
1 **Ability to communicate effectively in English** **See below for more information*	• Unable to read, understand and complete basic forms without assistance • Limited vocabulary • Unable to respond to questions, follow discussion or needs interpreter • Low level prior education in first language or illiterate in first language	• Referral back to school • Referral to Skills SA Infoline • Referral to TAFE SA funded International Second language Proficiency Ratings (ISLPR) assessment and access to fee free English language courses • Referral to Adult Migrant English Program (AMEP) • Referral to Skills for Education and Employment (SEE) program	• Suitable • Suitable with support • Not suitable

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2 **Ability to meet inherent course requirements related to:** • prerequisites • training and assessment performance criteria	• Unable to meet inherent course requirements due to disability or health • Does not yet meet prior educational attainment, experience or qualifications required • Does not possess sufficient digital literacy skills* **Refer to UAN Guidelines for more information*	• Vocational bridging units available to enable digital literacy skills to be met • School to provide personal or learning supports • Referral back to school • Referral to Skills SA Infoline	• Suitable • Suitable with support • Not suitable
3 **Career goals and aspirations of the individual are aligned with the course of choice**	• Course does not align with the individual's personal career goals or aspirations • Unable to identify own or any personal career goals or aspirations • Unable to articulate the reasons for wanting to undertake the course or course is not own informed choice • Lacks the level of interest or motivation needed for the course	• Referral back to school • Referral to Skills SA Infoline • Referral to alternative course that better matches career goals and aspirations	• Suitable • Suitable with support • Not suitable
4 **Understanding of:** • employment pathways course can lead to • employer expectations • working conditions in this field of employment	• Course will not lead to the employment opportunities the individual is seeking • Limited to no understanding of employment pathways, employer expectations and/or working conditions • Personal preferences, beliefs or values are not aligned with the type of employment the course leads to, employer expectations, or working conditions	• Information provision, referral to more appropriate course and re-interview • Referral back to school • Referral to Skills SA Infoline	• Suitable • Suitable with support • Not suitable

Area of suitability	Examples of support needs (signs) *Training provider to customise according to the training product, mode of delivery and in-house supports*	Examples of supports and actions *Training provider to customise according to the training product, mode of delivery and in-house supports*	Suitability for course
5 **Understanding of and ability to meet industry, regulatory or legislative requirements required for training and employment as graduate.** **For example:** • clearances to work with children or vulnerable adults • drivers licence • drug and alcohol testing • occupational specific tickets or licences	• Requirements cannot be met for this course • Requirements impacted at this time by legal issues, age, or other reasons (specify)	• Information provision, referral to more appropriate course • Re-interview when requirement can be met • Referral back to school • Referral to Skills SA Infoline	• Suitable • Suitable with support • Not suitable
6 **Aptitude for learning**	• 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* • Prior or current poor attendance history • Capabilities to successfully interact with other students or trainer need development or are impacted by disability* • Communication skills such as listening, speaking, observing, or empathising are impacted by disability* • Ability to stay on task, focus or maintain attention or concentration needs development or are impacted by disability* **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]*	• Assistance with preparations for formal study environment and course expectations • Tutorial/study skills support through training provider • Tutorial/study skills support through school • achool to provide personal and learning supports • Reasonable adjustments in accordance with the Disability Discrimination Act Education Standards • Development of individual disability access plan • Referral to Success and Wellbeing Services for supports (SWS) • Referral back to school	• Suitable • Suitable with support • Not suitable

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7 **Understanding of:** • course expectations • delivery methods • course and incidental costs • location of training • recognition of prior learning • work placement • attendance requirements	• Limited to no understanding of expectations and ill-prepared for participation in the course • Good understanding of course expectations but currently unable to meet all requirements due to circumstances that cannot be supported – will re-apply at later date • Good understanding of expectations but individual identified they are impacted currently by: - transport to get to training or work placement - finance/income to pay for course costs - accommodation issues - personal/family circumstances or commitments - disability/health - access to the technology required to undertake the course (internet, computer, laptop) - other (specify)	• Timetabling adjustments • Flexibility in course requirements or assessment options to accommodate personal barriers • School to provide personal or learning supports • School to provide more time in student timetable for participation in VET • Referral back to school • Referral to SWS for supports • Referral to external services for support	• Suitable • Suitable with support • Not suitable