

VET Readiness Orientation (VETRO) for School Students Process Instructions

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Background

The VET Readiness Orientation (VETRO) for School Students Process Instructions are a subset of the Upfront Assessment of Need (UAN) Guidelines and form part of the Funded Activities Agreement (FAA) with the Minister.

A summary of the VETRO process is outlined in the [Process Map for Conducting VETRO for School Students](#). Training providers must use the VETRO process for all school students seeking access to subsidised training. Tools and resources that must be used as part of the VETRO process are located on the Department's [VETRO web page](#).

Funding conditions for school students access to subsidised training are different to adults and the VETRO process instructions reflect this. Refer to the [VET for School Students Guidelines for Training Providers for more information on the funding conditions](#).

Training providers are referred to the [UAN Guidelines](#) for important information on complying with the Funded Activities Agreement, which is applicable to both the UAN process used for adults and VETRO process used for school students.

Training providers are advised to contact a UAN Mentor for assistance where needed in understanding and implementing the VETRO process in their organisation. UAN Mentor services are funded by the Department and free to training providers to use. Refer to the Department's [UAN website](#) for UAN Mentor Service contact details.

Overview of the VETRO process

The VETRO process is initiated by a school completing Part A of the [School Student Referral to VET form](#) (the Referral Form). An automatic email notification is sent to the nominated training provider with an embedded link to the Referral Form. Refer to the Department's VETRO web page for instructions on how to use the Referral Form.

On receipt of the online referral, the training provider will conduct three distinct assessments that are equally important. Under the VETRO process training providers must assess:

1. **Suitability**, to ensure there is a good fit between the school student and the qualification of choice.
2. **Support needs** to ensure early identification and planning for individual learning, personal or complex needs.
3. **Literacy and numeracy**, to ensure early identification and planning for the school student to receive foundation skill supports from their school of enrolment as a condition of access to their course of choice.

The training provider records the findings from the assessment process into Part B of the Referral Form, as well as their selection outcome. On completion of Part B, an automatic email notification is sent to the parent or student (depending on whether the student is over 18 years of age, or otherwise independent), with an embedded link to the Referral Form if the student is being offered a place in their course of choice.

On receipt of the Referral Form, the parent or student must read and complete Part C of the form. An automatic email notification with a PDF of the completed Referral Form is sent to the training provider, school, and parent or student. This finalises the VETRO process and authorises the training provider to progress to enrolment procedures for the course of choice.

VETRO Process and School Based Traineeships and Apprenticeships

In South Australia it is a requirement that the school at which a school-based apprentice or trainee is enrolled completes a [1285 School Endorsement of an Australian School-Based Apprenticeship](#) form, to confirm the school endorses the School-Based Apprenticeship or Traineeship (SBAT) as part of the student's education plan.

It is in the best interests of the school student that the school refers the student to the training provider for VETRO before they have signed the 1285, where possible. This will ensure any significant gaps in literacy and numeracy are identified early and can be addressed by the school, reducing the risk of a poor training outcome that might otherwise jeopardise the student's VET and SACE outcomes.

Training providers retain the right to determine whether they will accept an SBAT or not, where it has been identified the school student has significant gaps in their literacy and numeracy.

Metropolitan school-based trainees and apprentices must complete the VETRO process within six weeks of the establishment of a training account, and non-metropolitan based within 12 weeks. The training provider is responsible for ensuring this occurs and must contact the Department at SkillsContracts@sa.gov.au where it is clear these time frames will not be met.

Portability of VETRO Assessments

In certain circumstances, the VETRO assessment completed by one training provider may be used by another training provider for a school student who has commenced in a subsidised course. Training providers are advised to refer to the section on portability in the UAN Guidelines on the Department's UAN website.

Conducting the Suitability and Support Needs Assessment

The training provider must undertake a suitability and support needs assessment. This assessment involves assessment of seven areas specified in the UAN Suitability and Support Needs Assessment Guide, available in the Toolkit on the Department's VETRO web page.

Training providers must ensure that the seven areas of suitability and support required to be assessed are embedded into their school student selection processes. Evidence that informs the training providers assessment and conclusions on suitability and support needs should be retained with the school students individual training records. Evidence might include answers to interview questions, learner training plans, learner self-assessment tools, and documentation of formal and informal discussions.

The UAN Suitability and Support Needs Assessment Guide is what, at a minimum, the Department requires training providers assess for suitability and support needs for school students.

Suitability Assessment

In addition to the training provider's own selection process noted above, school students seeking access to a subsidised course delivered off the job are required to provide evidence of a completed relevant VET pathway in support of their eligibility. This evidence will be attached to the email notification the training provider receives with the link to Part B of the Referral Form. Training providers must use this information to inform the VETRO suitability assessment. Where used to inform suitability, the training provider should retain as evidence on the school student's individual training record, noting which of the seven areas of the Suitability and Support Needs Assessment Guide it was used for, and the conclusions reached.

Where a suitability assessment identifies a school student as not yet suitable for a specific course, training providers must provide clear information to the school as to why this decision was reached, to enable the schools to consider options to address these concerns. School students can re-apply to the same or different training provider through the VETRO process and be re-assessed when they are able to demonstrate the areas of suitability needing further development have been addressed.

Support Assessment

In addition to the training provider's own selection process noted above, schools may provide information in Part A of the Referral Form about existing supports they are providing to the student. The school will also indicate if the student has a negotiated Education Plan, a known disability, or is under the Guardianship of the Minister. Training providers are must to use this information and to engage directly with the school for additional information on the school student's potential needs, as they relate to VET study, prior to meeting with the student. This will assist with ensuring the student's needs are considered in the VETRO process and to gain early commitment from the school regarding the ongoing provision of existing school supports and/or connections to other services being provided.

Where the support needs assessment identifies a school student requires additional or ongoing school supports, the training provider must discuss these with the referring school. Agreed support arrangements must be documented via email with the referring school of enrolment to secure their commitment to these arrangements. Training providers are responsible for monitoring the agreed school supports are being made available to the school student and the school student is actively participating, to ensure a successful training outcome.

School students are eligible to access Learner Support Services (LSS) and training providers may make a referral to their LSS provider following the Suitability and Support Needs Assessment. Refer to the UAN Guidelines for information on training provider obligations and supports available.

Conducting the Literacy and Numeracy Assessment

The training provider must undertake a literacy and numeracy assessment with every school student seeking access to subsidised training. This assessment utilises the Core Skills Profile for Adults (CSPA) online literacy and numeracy assessment tool.

- The Department has a license with the Australian Council for Educational Research (ACER) to provide free access for training providers to the CSPA tool.

- Access to a CSPA login can only be gained following training on how to use the CSPA tool, provided by the Department's approved UAN Mentor Service.
- The CSPA tool allows training providers access to several types of literacy and numeracy assessment. These include the Snapshot Reading and Numeracy Indicator (SRNI) and the Literacy and Numeracy Comprehensive Assessment (LaNCA).
- The intellectual property for the CSPA assessments is owned by ACER and training providers must not produce a printed or electronic version as this is a breach of copyright laws in Australia. ACER reserve the right to take legal action against a training provider who reproduces any of the assessment items from the CSPA.
- Helpdesk contact details - Training Providers experiencing technical difficulties with the ACER CSPA tool should contact the CSPA Helpdesk by email at cspa@acer.org or telephone at (03) 9277 5312.
- A practice literacy and numeracy assessment has been developed by ACER and school students can register to for this to be sent directly to them. Refer to the Literacy and Numeracy section of the Department's UAN web page for more information and link. Training providers also have access under the CSPA login to issue a practice assessment to a school student's email address directly. The practice assessment helps to alleviate nerves and fear of the unknown.

Supervision of Literacy and Numeracy Assessments

- All literacy and numeracy assessments, excluding the practice assessment, must be supervised by the training provider, and must not be emailed to the school student to complete at home or at school.
- Training providers must ensure they only provide the appropriate level of support to school students when they are undertaking the literacy and numeracy assessment. Refer to the CSPA Fact Sheet in the Toolkit on the Department's UAN web page for guidance.
- Where there are genuine barriers to a school student, or students, attending a literacy and numeracy assessment in person, training providers may conduct a live online assessment. The training provider must always have visibility of the school students on screen and have methods of ensuring that other web sites or web pages are not open during the online assessment.
- School students are not permitted to have a mobile phone on their person during the literacy and numeracy assessment process.
- The numeracy assessments contain a built-in calculator that school students can use at any time during the assessment.
- Training providers are advised to refer to the section on responding to plagiarism in the UAN Guidelines.

Preparing School Students for the Literacy and Numeracy Assessment

- It is strongly recommended all school students undertake the on-line practice assessment prior to undertaking the literacy and numeracy assessment in the VETRO process. The practice assessment is not resulted as its purpose is to build confidence, reduce fear of the unknown, and allow time to practice using a computer to enter responses.
- Training providers can access the CSPA Learner Instructions video in the Toolkit on the Department's UAN web page to also help explain to school students what to expect when undertaking the online assessments.

Initial Assessment of School Students Literacy and Numeracy

Training providers use the SRNI to assess school students reading and numeracy. The SRNI is a short static assessment tool that provides an indication of whether the school student is at the required minimum of ACSF Exit Level 2 in both reading and numeracy. The SRNI contains 15 reading, and 15 numeracy questions and takes about 15-20 minutes on average to complete.

On completion of an SRNI, training providers are furnished with a simple report of the results. There are two possible outcomes from the SRNI:

- The results may indicate reading and numeracy levels are sufficient, which concludes the literacy and numeracy assessment; or
- The results may indicate the student's reading and/or numeracy skills may need further assessment.

Where further assessment is required, the training provider must assess the school student using the LaNCA.

Further Assessment of School Students Literacy and Numeracy

Training provider may elect to use the LaNCA instead of the SRNI for the initial assessment of literacy and numeracy in the VETRO process. The LaNCA must be used following an SRNI where further assessment is required.

The LaNCA involves separate assessments of a student's reading, writing and numeracy skills. Each assessment can take up to 30 minutes and adapts the questions asked based on the individual's responses, to enable a deep dive into their level of capability. The LaNCA provides a detailed report of results for each area assessed, which must be retained with the school student's individual training records.

If the LaNCA results report identifies the school student is not at a minimum of ACSF Exit Level 2 in the skill area being re-assessed, the training provider must arrange for the results to be interpreted.

Interpretation of LaNCA Results

The interpretation of LaNCA results may only be undertaken by a foundation skills trainer and assessor who has at a minimum, a practitioner Certificate IV level or higher language, literacy and/or numeracy qualification and full time equivalent two years' experience in training and assessing in an adult education environment. For assistance in determining if the minimum requirements have been met, please contact Juliana.fitzpatrick@sa.gov.au.

Training providers who do not have a foundation skills trainer and assessor on staff, or who cannot contract the services of one, may enter into a third-party arrangement with a training provider who has this expertise on staff. Contact the Department at SkillsContracts@sa.gov.au if assistance is needed with locating a training provider or qualified practitioner.

The foundation skills trainer and assessor who undertakes the interpretation of the LaNCA will complete the online CSPA Interpretation Report form, available on the VETRO web page. The training provider will receive an emailed copy of this report once it is submitted, and this must be retained with the school student's individual training records.

Refer to the UAN Guidelines on the Department's UAN webpage for information on the payment made by the Department for a completed CSPA Interpretation Report.

Providing Information on Results to Schools

Where a school student's LaNCA results required an interpretation, training providers must provide the school with a copy of the results report. The CSPA Interpretation Report must not be provided to the referring school.

Training Providers must also provide the referring school with the LaNCA Report Fact Sheet for Schools, available from the Toolkit on the Department's VETRO web page. This forms the basis for discussing the results with the school and assists them to understand:

- minor gaps that will need to be supported by the school or training provider during training, or
- significant gaps that have resulted in a 'not suitable' finding and the foundation skills development needed to be developed through the school before the school student can re-apply, and
- the context for the waiting period determined by the training provider for re-application to ensure significant gaps have a reasonable time for development through school curriculum.

Support for School Students Below Minimum Literacy and Numeracy Requirements

School students are not entitled to access subsidised foundation skills training.

Where literacy and/or numeracy gaps are identified as minor in nature, the training provider can choose to provide support whilst the student is in training or require the school to provide support whilst the student is in training, or both.

Arrangements to provide support for minor gaps that will be addressed by either the training provider or school, or both, are a condition of access to the subsidised qualification. The training provider must:

- Ensure the agreed arrangements are documented via email with the school of enrolment, to secure their written commitment.
- Ensuring the school student, or parent or guardian, signs in agreement to the arrangements during the training provider's enrolment processes as a condition of access to the subsidised qualification.
- Monitor the agreed school supports are being made available to the school student and the school student is actively participating, to ensure a successful training outcome.
- Meet their commitment to provide supports during training and ensure the school student is actively participating, as agreed during their training.

Re-sitting Literacy and Numeracy Assessments

- School students who complete an SRNI and require further assessment must not re-sit the SRNI, but instead proceed to the LaNCA.
- SRNI and LaNCA results, where the minimum ACSF Exit level were met, are valid for 12 months from the date of assessment, but only with the training provider who conducted them.
- Training providers have discretion to determine what waiting period is required to re-sit the LaNCA based on the degree of gaps in the skill area(s) and what is a reasonable timeframe to bring the student up to the minimum ACSF levels required.
- School students re-applying following foundation skills development by the school of enrolment must undertake the LaNCA.
- Interpretation of a LaNCA is valid for 12 months from date of issue, but only with the training provider who initiated the interpretation.