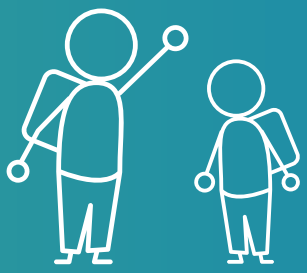

VET Readiness Orientation Upfront Assessment of Need Guidelines

Skills SA

Government of South Australia
Department for Education

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1 Complying with the VETRO Upfront Assessment of Need Process

The VET Readiness Orientation Upfront Assessment of Need guidelines (the VETRO UAN Guidelines) are a subset of the **UAN Guidelines**. Training providers holding a Funded Activities Agreement (FAA) are contractually obligated to conduct the VETRO UAN process with all school students seeking access to subsidised qualifications.

Documents that explain the process

VETRO UAN Guidelines

A subset of the UAN Guidelines and for learners accessing courses on the **VET for School Students List.**

VET for School Students Guidelines for Training Providers

A document outlining purchase arrangements for VET for school students in South Australia.

VETRO UAN process map

A process map that outlines each step required within the VETRO UAN process. Tools and resources that must be used are available online on the **VET for school students** page.

UAN Guidelines

Training providers need to refer to the UAN Guidelines for important information about how to conduct the UAN process. This includes modifications to the process due to personal barriers, transitioning between 2 providers and superseded and replacement qualifications.

Training providers needing assistance with VETRO UAN must, in the first instance, contact their **UAN mentor**. New training providers are advised to refer to the Skills SA's **Upfront Assessment of Need page** for UAN mentor service contact details. The UAN mentor service is funded by Skills SA, offers expert peer-to-peer help to training providers and is on demand. Refer to the UAN Guidelines for more information on UAN mentors.

2 About the VETRO UAN process

The referral form

The VETRO UAN process begins when a school submits 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 a link to the referral form.

A

Completed by the school

↳ **Link emailed to providers**

B

Completed by the training provider

3 assessments required

↳ **Link emailed to parent/s**

C

Completed by the school student's parent/s

↳ **PDF emailed to school, provider & parent/s**

Form complete

Providers may then progress with their normal enrolment procedures

Part B - The 3 UAN assessments

Once received, the VETRO UAN process includes 3 distinct assessments that are of equal importance. Before completing Part C of the referral form, training providers must assess the student's:

Suitability

To ensure the right fit between the school student and qualification of choice.

Support needs

To ensure early identification and planning for the student's learning and personal support needs.

Reading and numeracy capabilities

To ensure early identification and planning for the student's reading and numeracy development needs.

Tool	Tool
UAN suitability and support needs assessment guide	**Online ACER SRNI assessment tool**

On completion of the assessments, the training provider records the findings and a selection outcome into Part B and submits the referral form.

If the student is selected by the training provider to proceed to enrolment, an automatic email notification is sent to the parent, with a link to Part C of the referral form.

Parents will complete and submit Part C which will send an automatic email notification with a PDF of the completed referral form to the training provider, school and parent. The training provider may then progress with their normal enrolment procedures. Refer to **instructional guide** on the referral form for more detailed information.

School-based apprenticeships and traineeships

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**. This will confirm the school endorses the school-based apprenticeship or traineeship as part of the student's education plan.

Where possible, schools should refer students to the training provider for VETRO UAN before they have signed the 1285 form. This will ensure any significant gaps in reading and numeracy are identified early and can be addressed by the school. This will reduce 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 a school-based apprentice or trainee, where it has been identified the school student has significant gaps in their reading and numeracy.

Metropolitan school-based trainees and apprentices must complete VETRO UAN within 6 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 Skills SA at **purchaseplanningandstrategy@sa.gov.au** where it is clear these timeframes will not be met.

Assessing suitability and support needs

Training providers must assess, at a minimum, the 7 areas of suitability and support needs as set out in the **UAN suitability and support needs assessment guide**. This applies to every learner each time they seek access to a subsidised qualification, including when they are returning to the same training provider.

Training providers are required to ensure all 7 areas of the guide are integrated into their learner selection processes and that information about Learner Support Services is provided to every learner through these processes.

> **Please note:**
> Training providers are advised that 'ticking off' sections within the guide does not constitute or provide evidence of undertaking the suitability and support needs assessment.

Evidence required for the assessment

The type of evidence normally gathered through the training providers' own school student selection practices must demonstrate that the assessment of suitability and support needs was completed as part of the VETRO UAN and that it informed the identification of the student's support needs.

This evidence could include:

- answers to interview questions
- questionnaires
- self-assessment tools
- records of formal or informal discussions following information session

Evidence from the suitability and support needs assessment provides the basis for access to fee-free Learner Support Services by the training provider.

Suitability and support needs assessments

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. It must also be used to inform suitability and be retained as evidence on the school student's individual training record, noting which of the 7 areas of the **UAN 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 VETRO UAN, and be re-assessed, when they are able to demonstrate the areas of suitability needing further development have been addressed.

Support Needs 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 must use this information if it is provided and 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 VETRO UAN 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 accessing the supports, to ensure a successful training outcome.

Assessing reading and numeracy capabilities

Training providers must assess reading and numeracy capabilities using the online **ACER SRNI assessment tool**.

Training provider access to the SRNI tool is via the login they are issued for the CSPA, under Skills SA's license. Contact a UAN mentor for assistance with getting login details.

- At a minimum training providers must use the SRNI to assess school students reading and numeracy capabilities.
- Alternatively, training providers may use the ACER CSPA reading and numeracy assessments in place of the SRNI assessment. The CSPA writing assessment may be used if required by the training provider.
- A reading and numeracy practice assessment is available and has shown improved school student performance when completed before they attempt the reading and numeracy assessment. The practice assessment can be allocated by the training provider through their login under Skills SA's license. Alternatively, the learner can register and receive access to the practice assessment on the Skills SA UAN page. No supervision is required for the practice assessment.

Reading

Numeracy

Supervision of SRNI and CSPA assessments

All SRNI and CSPA assessments, whether face to face or virtual, must be supervised by the training provider. When conducting a virtual group SRNI or CSPA assessment session, training providers must ensure school student's right to privacy is maintained, by establishing 'break out rooms' when discussing results of SRNI or CSPA assessments.

Training providers must not email SRNI or CSPA assessments to school students to complete unsupervised at home, school, or the workplace.

Training providers must refer to the UAN Guidelines for more information on Skills SA supervision requirements for SRNI and CSPA assessments including the level of help that can be provided, mobile phone policy and responding to plagiarism.

Who are ACER?

ACER (also known as Australian Council for Educational Research) are a leader in the development and provision of high quality assessment and reporting tools and services for training providers.

Training providers must refer to the UAN Guidelines for more information regarding ACER's right to protect their intellectual property for the SRNI and CSPA, and for details on how to contact ACER for technical difficulties when using the SRNI or CSPA tools.

Initial assessment of school students' reading and numeracy capabilities

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 may take around 15-20 minutes to complete, but it depends on the individual.

On completion of an SRNI, training providers are provided with a simple report which will state whether the school student requires further assessment, or the school student demonstrates they have met the minimum for reading and for numeracy.

If no further assessment of reading and numeracy levels are required, the school student may continue in VETRO UAN and the SRNI results are valid for 12 months with that training provider.

If the results indicate the student's reading or numeracy skills need further assessment, the school student must not re-sit the SRNI. The next step in VETRO UAN in this situation is for the training provider to assess the school student using the CSPA reading or numeracy assessments.

Further assessment of school students reading and numeracy capabilities

Training providers may choose to use the CSPA reading and numeracy assessments instead of the SRNI for the initial assessment. Where the results indicate the reading and numeracy levels are ACSF exit level 2, the school student may proceed in VETRO UAN.

Where the SRNI was used for the initial assessment and the results indicated further assessment was required, the training provider must require the school student undertake the CSPA for the further relevant reading or numeracy assessments.

The training provider may determine writing capabilities must be demonstrated for a specific course and set a minimum ACSF exit level.

Where the training provider sets a minimum for writing for a specific course, they must assess writing for all school students seeking access to that course to ensure it is equitable.

Each CSPA reading, numeracy and writing assessment may take up to 30 minutes each but this depends on the individual. The CSPA reading and numeracy assessments are computer adaptive, meaning each response will prompt questions that are based on the capabilities the school student demonstrates. The CSPA writing assessment is based on two writing prompts. CSPA reading, numeracy and writing assessment results are valid for 12 months with the training provider who conducted VETRO UAN.

On completion of the CSPA reading, numeracy or writing assessments, training providers are provided with separate detailed reports of results.

If the CSPA reading or numeracy results identify the school student is not at a minimum of ACSF exit level 2 in the skill area, the training provider must arrange for the reading or numeracy results to be interpreted.

If the CSPA writing results identify the school student is not at the minimum ACSF exit level set by the training provider, the result must also be interpreted.

Interpretation of CSPA reading, numeracy and writing results

The interpretation of CSPA reading, numeracy and writing results may only be undertaken by literacy and numeracy trainers and assessors, who hold, at a minimum:

- a literacy and numeracy trainer and assessor qualification at AQF Certificate IV level or higher AQF qualification in English language and/or literacy and/or numeracy, and
- 2 years' full time or equivalent part-time experience in training and assessing literacy and numeracy in an adult education environment, and
- trainer and assessor qualification requirements as specified by the *Standards for Registered Training Organisations (RTOs) 2015*, or its successor.

For assistance in determining whether an individual meets these minimum standards, please email **purchaseplanningandstrategy@sa.gov.au**.

Training providers who do not have a literacy and numeracy skills trainer and assessor on staff, or who cannot employ the services of one, may enter a third-party arrangement with a training provider or qualified practitioner who can provide this expertise. Contact details for interpreters can be found on the Skills SA UAN website in the literacy and numeracy section.

Training providers must refer to the UAN Guidelines for further information on completing an online CSPA interpretation reports and payment of CSPA interpretation reports.

Providing information to schools

Where a school student's CSPA reading, numeracy or writing assessment results were interpreted, training providers must discuss the results with the school, including the nature and size of the gaps and whether the school will be required to provide support. Training providers must not send the school a copy of the CSPA interpretation report.

To aid schools in understanding the nature of the gaps and how they may assist the student through curriculum at school, the training provider should email a copy of the reading, numeracy or writing CSPA assessment results and include the link to the **fact sheet** that explains how to read these results.This will help schools with understanding:

- minor gaps that will need to be supported by the school or training provider during training
- significant gaps that will result in a 'not suitable' finding and the foundation skills development needed to be developed through the school before the school student can re-apply
- 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.

Training providers have discretion to determine what waiting period is required to re-sit the longer CSPA reading, numeracy and writing assessments, based on the degree of gaps in capability and a reasonable timeframe to bring the student up to the minimum ACSF levels required. Only the CSPA reading, numeracy and writing assessments may be used where re-assessment occurs.

Support for school students below minimum literacy and numeracy requirements

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

Where reading, numeracy or writing 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
- ensure the school student understands they are required to adhere to any conditions of access and that if they do not the training provider will close their training account
- 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.

3 Changes made to these guidelines

Version 2 of VETRO UAN Guidelines have been developed to reflect changes made to the UAN Guidelines, effective 15 January 2024. The changes implemented in v2 of the VETRO Process Instructions include:

- renaming of document to VETRO UAN Guidelines
- inclusion of what evidence must be kept for suitability and support needs assessment
- inclusion of requirement to provide information on Learner Support Services to school students
- removal and replacement of the term LaNCA with CSPA
- inclusion of requirement for group virtual assessments to have 'break out' rooms for discussion on assessment results to maintain school student's privacy
- inclusion of reference to training provider discretion to set a minimum for writing assessment using the CSPA and how it must be applied to ensure it is equitable
- inclusion of training provider responsibility to monitor school student meet conditions of access to subsidy and close training account where they do not.