VET Readiness Orientation Upfront Assessment of Need Guidelines

Skills SA

Government of South Australia
Department of State Development

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Part A
About the VETRO UAN 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) with Skills SA 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 This includes modifications to the process due to personal barriers, transitioning between 2 providers and superseded and replacement qualifications.

Instruction Guide for School Student VET Referral Form

This document provides a step-by-step guide on how to complete each part of the School Student Referral to VET Form.

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.

Refer to the Instruction Guide for School Student VET Referral Form for more information about the referral form and how to complete Part A, B and C. Schools must submit evidence of a completed VET pathway with Part A for any student seeking access to a non-training contract qualification.

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

- Training providers may then progress with their normal enrolment process

Part B
The 3 UAN assessments

Once the referral form is received by the training provider, they can commence the VETRO UAN process.



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.



Literacy and numeracy capabilities

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

Training providers must ensure they receive evidence of a completed VET pathway with the referral form, except for training contract delivery. Training providers are responsible for determining if evidence provided by the school of enrolment demonstrates the school student meets the eligibility criteria of a completed a VET pathway. Training providers determination on evidence provided will consider the relevance of the completed activity to the expectations of the course, training provider and industry/ employers. Refer to VET for School Students Guide for Evidence of Completed VET Pathway for more information.

Training providers must also verify the school student's evidence of address and existence under eligibility requirements. Refer to the Funded Activities Agreement - Enrollment Requirements Under VET for School Students fact sheet for information on simplified evidence accepted for school students and letter template schools can upload with the referral form.

On completion of the 3 mandatory 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 enrollment, an automatic email notification is sent to the parent, with a link to Part C of the referral form.

Parents will then 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 enrollment procedures. Refer to Instruction Guide on the referral form for more detailed information.

If the training provider has found the student is not yet suitable with or without supports, submission of Part B will result in the referral being finalised. Only the school and the training provider will receive an email notification with the PDF of the completed referral form. Part C will not be sent to the parent.

Training providers:

- should carefully check the information in Part A for errors prior to submitting Part B.
- can edit some fields in Part A if there are mistakes, for example to correct email addresses before submitting Part B.

If the training provider becomes aware that the email notification with the link to Part C has not been received by the parent, they should contact UANAdvice@sa.gov.au for Skills SA assistance.

A link to the VET for School Student Success and Wellbeing Fact Sheet is included in the School Students VET Referral form in Part A for schools and Part C for parents. Completion of Part A and Part C of the Referral form confirms the school and parent agree to the student accessing Success and Wellbeing Services as needed.

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 literacy 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 literacy 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 UANAdvice@sa.gov.au where it is clear these timeframes will not be met.

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. If the school does not provide the supports they committed to, or the student has chosen not to accept these, the training provider has the right to exit the student from the course to avoid a poor training outcome.

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 suitability and support needs are integrated into their learner selection processes and that information about Success and Wellbeing Support is provided to every learner through these processes.

> **!** **Training Providers please note:**
>
> Simply 'ticking' boxes in the Skills SA suitability and support needs assessment guide template does not constitute or provide evidence of undertaking the suitability and support needs assessment. If a training provider chooses to use the template, it must be customised with questions asked and notes recorded on how a finding of suitable or not suitable was made for each of the seven areas.

Evidence required for the suitability and support needs 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 Success and Wellbeing Services by the training provider.

Assessing literacy and numeracy capabilities

Training providers must assess literacy and numeracy capabilities – please refer to the UAN Guidelines for information around the SRNI, CSPA, the Skills SA minimum literacy and numeracy ACSF exit levels and options available.

Training provider access to the SRNI tool is via the ACER login they are issued for the CSPA, under Skills SA's license. At a minimum training providers must use the SRNI to assess school students' literacy and numeracy capabilities to ACSF exit level 2.

- Alternatively, training providers may use the ACER CSPA literacy and numeracy assessments in place of the SRNI assessment.
- A literacy and numeracy practice assessment is available and has shown improved school student performance when completed before they attempt the literacy and numeracy assessment. Exposure to the online assessment environment reduces fear and the practice questions enable the student to see the value of slowing down and reading questions a couple times before answering. The practice assessment can be allocated by the training provider through their ACER 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.



Supervision of SRNI and CSPA assessments

All ACER literacy and numeracy assessments must be supervised and must not be emailed to a school student to complete on their own. It is the responsibility of the training provider to ensure that school students undertaking the literacy and numeracy assessments do so under constant supervision of the training provider's staff or agent, whether that is face to face or by virtual means.

Refer to Appendix 1 of the UAN Guidelines for the full conditions for conducting literacy and numeracy assessments, including virtual break out rooms for privacy, mobile phone policy and responding to plagiarism.

Initial assessment of school students' literacy and numeracy capabilities

Training providers can use the SRNI to assess school students' literacy 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 Skills SA 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 literacy 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' literacy 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 CSPA 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.

Training providers have the option to use the CSPA writing assessment and can require school students complete this.

Each CSPA assessment (reading, numeracy and writing) 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 training provider has required a CSPA writing assessment and wants to have it interpreted, they must set a minimum ACSF exit level to enable the results to be interpreted.

Interpretation of CSPA reading, numeracy and writing results

Interpretation of CSPA reading, numeracy and writing results may only be undertaken by Skills SA approved 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.
- current knowledge and experience of the requirements of the UAN and VETRO processes

Training providers who do not have a Skills SA approved CSPA Interpreter on staff can access CSPA interpretation services at no cost. Contact details for this service are located on the VET for School Student web page under the literacy and numeracy section 'CSPA Interpretation Service'.

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 set 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.