VETRO PROCESS MAP

The School Student VET Referral form must be received by the training provider before they consider a school student for access to any approved subsidised course. The Referral form initiated by the school signifies that the course is an approved activity under the student's education plan. Training providers must not consider a school student for access to the approved course if they are not in receipt of the Referral with Part A completed by the school.

START

School Student VET Referral form received by training provider from school

Step 1

Check eligibility

Question

Are all eligibility criteria met?

NO → **END PROCESS**

Select Option D in Part B of Referral form as outcome, discuss with school and submit form. School and training provider receive PDF of completed Referral form.

YES →

What must be checked:

- Citizenship status
- Enrolled in Year 10, 11 or 12 and employed in a Training Contract that combines VET and school-based curriculum including SACE

OR

- Enrolled in Year 11, 12 or 13 and are 16 years of age or turning 16 years of age in the current year of that enrolment,

AND

- Are undertaking SACE or equivalent and,
- Have completed a relevant preparatory VET pathway

Step 2

Entitlement Check

What must be checked:

- Prior completed subsidised qualifications do not exceed:

    1 x Certificate II course 1
    x Certificate III course
- Qualification is subsidised on the current STL and approved for school enrolled students

Question

Is the student entitled to access a subsidised course?

NO → **END PROCESS**

Select Option D in Part B of Referral form as outcome, discuss with school and submit form. School and training provider receive PDF of completed Referral form.

YES →

Step 3

Conduct Assessment of Need

Three parts

- **See 3.1:** Does the suitability assessment indicate the student and the course are a good fit for each other?**See**
- **3.2:** Are any learning or personal supports needed to help the student achieve a successful training outcome?
  See 3.3: Does the literacy and numeracy assessment
- identify any gaps that need to be addressed?

Question

Does the suitability assessment indicate that the student and the course are a good fit for each other? (See 3.1)

NO ← → **YES**

Question

Are any learning or personal supports needed to help the student achieve a successful training outcome? (See 3.2)

END PROCESS

Select Option D in Part B of Referral form as outcome, discuss with school and submit form. School and training provider receive PDF of completed Referral form.

NO ←

Action

Record a suitable finding in Part B of Referral form.

YES

Action

Record suitability with support finding and select details in Part B of Referral form.

Question

Does the literacy and numeracy assessment identify any gaps that need to be addressed? (See 3.3)

Action

Gaps are significant – record findings and select Option C in Part B of Referral form, discuss with school and submit form.

YES ← → **YES**

NO

Action

Minor gaps – record findings and select Option B in Part B of the Referral Form, discuss with school and submit form.

END PROCESS

Referring school and training provider receive PDF of completed referral form.

Action

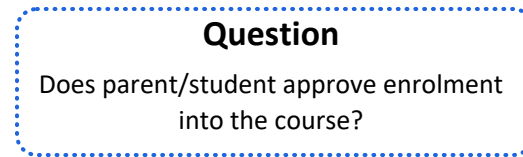Record findings and select Option A in Part B of Referral form and submit form.

Step 4

Approval Stage

See Next Page

Step 4

Parent/guardian or student receive summary of details of course for approval to proceed to enrolment with training provider

Question

Does parent/student approve enrolment into the course?

NO

Action

Parent/student discusses with school and school to resolve.

YES

Action

Referral form is finalised and PDF of completed form is sent to training provider, school and parent/guardian or student.

END PROCESS

School advises training provider the Referral to training is withdrawn.

END PROCESS

Training provider keeps the PDF record electronically or in hard copy of students file which doubles as Learning and Support Report.

Process Map Supporting Information for VETRO

1. Eligibility

Prior to assessment of need ensure the student meets required specific criteria for school students. Refer to the VET for School Students Guidelines for Training Providers for detailed information.

School students are required to demonstrate they have completed a relevant preparatory VET pathway. There are three categories of evidence including work experience, accredited training and SACE curriculum-based project work or learning. Refer to the VET for School Students Approved Evidence for Completion of a Relevant VET Pathway Guide for details of the range of activities for each category and the form of accepted evidence.

Schools are required to submit the evidence with the Referral form and training providers must determine if the evidence is relevant to the industry/course of choice. If the training provider does not find the evidence relevant and therefore the student ineligible, they must also communicate with the school to identify why if there is additional evidence the school can provide or to suggest alternatives to enable the student to re-apply later if they wish.

If the school student does not meet any of the criteria training providers should not proceed in the VETRO process and choose Option D, select the reason why the student is ineligible on the referral form and submit the form to end the process. The training provider and the school will receive a PDF copy of the completed Referral form.

2. Entitlement

Prior to assessment of need and after eligibility has been checked ensure the student is entitled to access the subsidised course of choice:
- Make sure the course is an approved course for school students on the subsidised training list.
- School students are only entitled to one Certificate II and one Certificate III subsidised course whilst they are enrolled in school and may not exceed this.
- Check prior Training Account history to determine if the student has already completed a subsidised Certificate II or III course

Under the VET for School Students Guidelines for Training Providers and the Funded Activities Agreement, training providers are responsible for ensuring school students are not enrolled in a course with their RTO that they are not entitled to.

Training providers may submit a Special Circumstances Exemptions form where a school student has exhausted their entitlement for consideration by the Department for Education (DfE). Submission of this form does not guarantee approval.

If the school student is under the Guardianship of the Minister the training they are entitled to a fee waiver for the course and the training provider must submit an Application for Exemption as a person under the Guardianship of the Minister form for consideration by DfE.

3. Assessment of Need

Following eligibility and entitlement confirmation, training providers can proceed to conduct the assessment of need in accordance with the Upfront of Need Assessment (UAN) Guidelines. Training providers should ensure that they have read and understood how VETRO differs from the UAN to ensure they remain complaint under their Funded Activities Agreement.

3.1 Suitability Assessment

Using the Suitability and Support Needs Assessment Checklist as a guide to the minimum items that must be assessed, training providers need to determine if the school student and the course are a good fit for each other. The evidence provided by the school with the Referral can be used by the training provider in the suitability assessment.

If the course is found not suitable for the student the training provider must communicate with the school prior to submitting the Referral form, to identify why and suggest any alternatives to enable the student to re-apply later date if they wish. When this has occurred the training provider can select Option D to indicate the student is not suitable and submit the form to end the process. The training provider and the school will receive a PDF copy of the completed Referral form.

If the course is found suitable for the student, the training provider can proceed to assess support needs.

3.2 Support Needs Assessment

Using the Suitability and Support Needs Assessment Checklist as a guide to the minimum items that must be assessed, training providers need to determine if the school student has any learning or personal needs that will need to be addressed to ensure a successful training outcome.

Training providers need to determine against three main areas where supports are needed to overcome barriers to success:
- Living
- Learning
- Transitions

Where support needs are identified, the training provider needs to discuss these with the school and reach agreement on who will provide them, when and how. School agreed supports must be documented via email between the school and the RTO. Once agreement is reached the training provider can in the Referral form select the student is suitable with support and select what types of support will be provided and by whom. Following this the training provider can proceed to the literacy and numeracy assessment.

Non-government training providers can include a referral to Learner Support Services for assessment of complex needs following the commencement of training. School students seeking access to courses in TAFE SA may need to engage with TAFE SA Student Services during this assessment process to assist with identification of complex needs early.

If identified support needs cannot be met by the training provider or the school whilst the student is in training the training provider can, after communication with the school, select Option C to indicate the student is not suitable and submit the form to end the process. The training provider and the school will receive a PDF copy of the completed Referral form.

3.3 Literacy and Numeracy Assessment

Using the Core Skills Profile for Adults training providers need to determine if the school student has any gaps in their foundation skills that will impact on training and workplace post course. Training providers must ensure that the school student is at a minimum at ACSF Exit Level 2 for reading and numeracy for Certificate II and Certificate III level courses. Training providers may determine a higher ACSF Exit Level for reading and numeracy or that writing be assessed based on the requirements of the units of competency in the qualification.

If the assessment identifies the school student has met the minimum literacy and numeracy requirements specified by DfE. or by the training provider they record this finding and select Option A or Option B (if there are learning or personal supports required) and submit the form.

Where minor gaps are identified, the training provider needs to discuss these with the school and provide a copy of the Literacy and Numeracy Comprehensive Assessment report to enable the school to consider how they can address these gaps through curriculum. The training provider will need to reach agreement with the school on who will provide foundation skills development, when and how while the student is in training. School agreed supports must be documented via email between the school and the RTO. Once agreement is reached the training provider can select in the Referral form what type of support will be provided and by whom, the training provider Select Option B and submit the form.

Where significant gaps are identified, the training provider needs to discuss these with the school and provide a copy of the Literacy and Numeracy Comprehensive Assessment report to enable the school to consider how they can address these gaps through curriculum. School students with significant gaps can re-apply once their gaps have been addressed through school curriculum. The training provider records the findings and selects Option C and submits the form. The training provider and the school will receive a PDF copy of the completed Referral form.

Where there are significant gaps in literacy and numeracy combined with personal or learning support needs that cannot be met, the training provider selects Option D and submits the form. The training provider and the school will receive a PDF copy of the completed Referral form.

4. Parent/guardian or student approves enrolment into a course

Once the training provider selects Option A or B and submits the form, a summary of course details will be sent to the parent/guardian or student who is over 18 years/has independent status for their approval.

The Referral form advises the parent/guardian or student to contact the school if they have any questions and to agree to the form and return by the date specified by the training provider in Part B of the Referral form. If the parent/guardian or student do not approve the student being enrolled into the course, the school will advise the training provider the Referral has been withdrawn.

Once the parent/guardian or student approves the Referral form they submit the form and a PDF copy of the completed Referral form is sent to the training provider, school and parent/guardian or student for their records.

Training providers must retain the PDF either electronically or in print form on the student's file. The contents of the Referral form also serve as the Learning and Support Report and meets this compliance aspect of the UAN.