

## 02. Enrolment and Upfront Assessment of Needs Policy and Procedure

---

|                           |                                                                                                                      |
|---------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Document Name</b>      | 02. Enrolment and Upfront Assessment of Needs P&P 2025_v1.3                                                          |
| <b>Status</b>             | Approved                                                                                                             |
| <b>Approved By</b>        | Tim Koster                                                                                                           |
| <b>Approval Date</b>      | 15/08/2025                                                                                                           |
| <b>Review Date</b>        | 15/08/2027                                                                                                           |
| <b>Standard Reference</b> | Standards for RTOs 2025 – Standards 2.2, 2.3, 2.4<br>Skills SA Support Standard 1: Upfront Assessment of Needs (UAN) |
| <b>Signature</b>          |                                  |

## 02. Enrolment and Upfront Assessment of Needs Policy and Procedure

---

### Table of Contents

|                                                                  |   |
|------------------------------------------------------------------|---|
| Policy .....                                                     | 3 |
| Definitions .....                                                | 3 |
| Procedure.....                                                   | 4 |
| 1. Enrolment Preparation and Referral .....                      | 4 |
| 2. Conducting the Upfront Assessment of Need (UAN).....          | 4 |
| 3. Evidence Advice and Decision-Making .....                     | 5 |
| 4. Literacy, Numeracy and Digital Capability.....                | 5 |
| 5. Supporting Students with Disability or Additional Needs ..... | 5 |
| 6. Monitoring and Implementation .....                           | 5 |
| Extract from Standards.....                                      | 7 |

## 02. Enrolment and Upfront Assessment of Needs Policy and Procedure

### Policy

Minda Inc t/a South Australian Learning Centre (SALC) is committed to ensuring all prospective VET students are enrolled into training products that are suitable to their individual skills, learning needs and career/ further study goals. Prior to enrolment in a qualification or skill set, each student undergoes a formal process to assess their language, literacy, numeracy and digital skills, as well as any other factors that may impact their participation and progression in the respective qualification they have chosen. Enrolment also includes a one-to-one interview with the course Training Coordinator or other relevant staff member, and notionally all prospective students will have attended the respective course information session or a come-and-try/ industry immersion day.

The organisation upholds its obligations under the Standards for RTOs 2025 and also Skills SA's Support Standard 1: Upfront Assessment of Need (UAN), ensuring that assessment of suitability and support needs is conducted systematically and documented accurately. Reasonable adjustments are considered for students with disability or additional support needs to enable participation on an equal basis.

All prospective students are advised of the outcome of their assessment and whether the training product is suitable for them. Where barriers or learning gaps are identified, supports are planned, documented and communicated prior to enrolment. This includes referral to relevant Success and Wellbeing Services (SWS) and consideration of alternative learning pathways where necessary (note that these can also occur if support requirements are determined after the course enrolment).

### Definitions

| Term                                 | Definition                                                                                                                                                                    |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CSPA                                 | Core Skills Profile for Adults – a standardised tool used to assess a student's language, literacy, and numeracy skills.                                                      |
| Digital Literacy                     | The ability to use digital devices and communication tools to access and manage information effectively.                                                                      |
| Reasonable Adjustment                | A modification or support that allows a student with disability to participate equally in training and assessment without compromising the competency requirements.           |
| SRNI                                 | Snapshot Reading and Numeracy Indicator – a quick screening tool used to identify if a prospective student may require further assessment.                                    |
| Success and Wellbeing Services (SWS) | Funded support services offered under Skills SA to assist students with barriers to learning or personal challenges during their training.                                    |
| UAN                                  | Upfront Assessment of Need – a process required for Skills SA funded training to assess the suitability of a training product and the support needs of a prospective student. |
| VETRO                                | VET Readiness Orientation – the mandated referral process used for school students to access subsidised training in South Australia.                                          |

## 02. Enrolment and Upfront Assessment of Needs Policy and Procedure

---

### Procedure

#### 1. Enrolment Preparation and Referral

- 1.1. Where training is subsidised for students enrolled in school, VETRO referrals must be received and processed prior to account creation or enrolment.
- 1.2. Non-school students seeking subsidised training undergo the UAN process prior to enrolment.
- 1.3. Staff confirm that no student is enrolled in subsidised training unless a compliant UAN process has been completed.

#### 2. Conducting the Upfront Assessment of Need (UAN)

- 2.1. Suitability and support needs are assessed prior to enrolment using enrolment form and interview form templates, along with a written self-assessment template for students to complete.
- 2.2. The assessment includes a review of language, literacy, numeracy, digital literacy, learning readiness and personal circumstances that may impact training participation or progression.
- 2.3. Suitability is evaluated against the core demands of the training product, expected ACSF Exit Levels and also takes into account the student's prior learning, work history and life experience.
- 2.4. For students enrolling in subsidised training under Skills SA, the ACER Core Skills Profile for Adults (CSPA) test is used as the formal diagnostic assessment tool to determine current LLN skill levels. The results are interpreted in relation to the required ACSF Exit Levels for each training product.
- 2.5. Prior to administering the CSPA, each student's English language proficiency is assessed to confirm they can meaningfully engage with the CSPA assessment. As the CSPA is not an English language test, students with limited English language ability are not permitted to proceed to the CSPA. Instead, they are referred to an appropriate English language learning program or community-based literacy provider for further foundation-level support.
  - 2.5.1. Where stipulated, the Snapshot Reading and Numeracy Indicator (SRNI) is administered as a preliminary screen to determine whether formal CSPA testing is necessary.
  - 2.5.2. If the SRNI result is "Further Assessment Needed," the student completes the full CSPA to determine whether their ACSF level meets the minimum requirement for the training product, and whether bridging units of other support needs will be required.
- 2.6. For students who do not meet the minimum ACSF Exit Level, a CSPA interpretation report is completed by qualified staff (external). This report documents assessment outcomes, identifies specific support need and makes a recommendation about suitability and any required adjustments, supports, or alternate pathways.
- 2.7 As part of the UAN, students also have an interview with the course Training Coordinator or other relevant SALC team member. This is their opportunity to ask specific questions about the course, discuss their personal circumstances and for the interviewer to determine if their goals and values are a good match for the course.

## 02. Enrolment and Upfront Assessment of Needs Policy and Procedure

---

2.7.1 In this interview, the training and student discuss and agree to an individual learner plan, including any reasonable adjustments, supports, CT and RPL.

### 3. Evidence Advice and Decision-Making

3.1. Evidence gathered during the UAN process is recorded and retained on file for the purposes of recording student support needs, but also for audit requirements.

3.2. Students are provided with clear advice about the suitability of the training product based on their skills, goals and assessment results.

3.3. If the training product is deemed unsuitable, alternate pathway advice or support referrals are offered.

3.4. Students are informed about available Success and Wellbeing Services (SWS), including how to access support if needed.

3.4.1 SALC students also have access to Minda's Employee Assistance Program (EAP).

### 4. Literacy, Numeracy and Digital Capability

4.1. LLN and digital literacy are assessed as part of the UAN using either SRNI or CSPA depending on the level of the course and the result of the initial screen. If a student is not eligible for subsidised training or the course is not subsidised, the student completes SALC's internal LLN assessment.

4.2. The ACSF Exit Level requirements for each funded training product are documented and used as the benchmark for assessing readiness.

4.3. LLN assessments are conducted under appropriate conditions (quiet, supervised, time-controlled) to ensure valid results.

### 5. Supporting Students with Disability or Additional Needs

5.1. Students are encouraged to disclose disability or additional needs in a safe and respectful manner.

5.2. Where appropriate, reasonable adjustments are planned and recorded in the individual support plan and communicated to the relevant trainer or assessor.

5.3. If reasonable adjustments cannot be made without compromising assessment integrity or safety, the rationale is documented and shared with the student as soon as practicable.

### 6. Monitoring and Implementation

6.1. Implementation of any support strategies or adjustments is monitored throughout the student's training.

## 02. Enrolment and Upfront Assessment of Needs Policy and Procedure

---

6.2. Trainers and assessors are informed of all relevant support arrangements and are responsible for embedding them into delivery.

6.3. UAN processes are reviewed annually to ensure compliance with Skills SA expectations and Standard 2.2–2.4 of the Standards for RTOs 2025.

## 02. Enrolment and Upfront Assessment of Needs Policy and Procedure

---

### Extract from Standards

Standard 2.2 VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student's skills and competencies.

P.I.(a) taking into account the requirements of the training product – it has procedures in place to review, prior to enrolment, the skills and competencies of prospective VET students, including their language, literacy and numeracy proficiency and digital literacy; and

P.I.(b) based upon the outcome of the review – it provides advice to each prospective VET student about whether the training product is suitable for them.

Standard 2.3 VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

P.I.(c) VET students are informed by the organisation about how and when they can access trainers, assessors and other staff who are responsible for supporting the VET student;

Standard 2.4 Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

P.I.(a) VET students are supported to disclose their disability, if the VET student wishes to do so;

P.I.(b) reasonable adjustments are made for VET students with disability where appropriate; and

P.I.(c) where reasonable adjustments are not appropriate or possible, the reasons why are communicated to the VET student as soon as reasonably practicable.

### Support Standard 1: The upfront assessment of need (UAN)

Support Standard 1 Outcome: You understand and demonstrate compliance with the UAN

- 1 Do you deliver or intend to deliver subsidised training to VET for school students?
- 2 What is your process to make sure that you have received a VETRO referral? How does your process make sure that the VETRO process is completed before you open a training account.
- 3 Your staff must conduct a compliant UAN process with every prospective student. What steps have you taken to ensure this happens every time?
- 4 When do you assess suitability and support needs? Who is responsible for doing the assessment?
- 5 What is your process for assessing suitability and support needs?
- 6 What evidence do you keep when assessing a prospective student's suitability and support needs?

## 02. Enrolment and Upfront Assessment of Needs Policy and Procedure

---

- 7 After completing the suitability and support needs assessment, how do you make sure the documented supports are provided and monitored?
- 8 How do you inform prospective students about Success and Wellbeing Services (SWS)?
- 9 When do you assess a prospective student's literacy and numeracy capabilities? Who is responsible for doing this?
- 10 What are the conditions you set for conducting the literacy and numeracy assessments?
- 11 What Australian Core Skills Framework (ACSF) Exit levels for reading and numeracy (and, where you assess it, writing) do you set for each of the subsidised courses you deliver?
- 12 What are your next steps if the SRNI result is 'further assessment needed' for a prospective student's reading and/or numeracy assessment?
- 13 What is your process when CSPA assessment results need to be interpreted?
- 14 What is your process once a CSPA interpretation report is completed for a prospective student who didn't meet the minimum ACSF Exit level/s required?