

UAN Suitability and Support Needs Assessment Checklist

Version 1.0
24 May 2021

<u>DATE ASSESSED</u>	<u>NAME OF ASSESSOR</u>	<u>STUDENT NAME</u>	<u>DATE OF BIRTH</u>	<u>USI NUMBER</u>
Aspect of Suitability	Barriers/Support needs identified – tick any that apply	Supports to be provided/Options for rectifying	Suitability for course	
Ability to communicate effectively in English	<input type="checkbox"/> Unable to read, understand and complete basic forms <input type="checkbox"/> Limited vocabulary <input type="checkbox"/> Unable to respond to questions, follow discussion or needs interpreter <input type="checkbox"/> Low level prior education in first language or illiterate in first language	Tutorial/study skills support through training provider T Tutorial/study skills support through school Referral back to employment services provider Referral back to school Referral to Department for Education's Skills Infoline Referral to TAFE SA funded English language program	<input type="checkbox"/> Suitable <input type="checkbox"/> Suitable with support <input type="checkbox"/> Not suitable	
Aptitude for learning	<input type="checkbox"/> VET study skills such as planning, organizing, time management, prioritising, self-discipline, self-directed learning, or problem-solving need development or are impacted by disability <input type="checkbox"/> Prior or current poor attendance history <input type="checkbox"/> Lacks the level of interest or motivation needed for the course <input type="checkbox"/> Capabilities to successfully interact with other students or trainer need development or are impacted by disability <input type="checkbox"/> Communication skills such as listening, speaking, observing, or empathising need development or are impacted by disability <input type="checkbox"/> Ability to stay on task, focus or maintain attention or concentration needs development or are impacted by disability	<input type="checkbox"/> Assistance with preparations for formal study environment and course expectations <input type="checkbox"/> Tutorial/study skills support through training provider <input type="checkbox"/> Tutorial/study skills support through school <input type="checkbox"/> School to provider personal and learning supports <input type="checkbox"/> Reasonable adjustments to individual training and assessment plan <input type="checkbox"/> Referral to LSS for supports <input type="checkbox"/> Referral to TAFE SA Student Services for supports <input type="checkbox"/> Referral back to employment services provider <input type="checkbox"/> Referral back to school <input type="checkbox"/> Referral to foundation skills course	<input type="checkbox"/> Suitable <input type="checkbox"/> Suitable with support <input type="checkbox"/> Not suitable	

Aspect of Suitability	Barriers/Support needs identified – tick any that apply	Supports to be provided/Options for rectifying	Suitability for course
Career goals and aspirations of the individual are aligned with the course of choice	<input type="checkbox"/> Course does not align with the individual's personal career goals or aspirations <input type="checkbox"/> Unable to identify own or any personal career goals or aspirations <input type="checkbox"/> Unable to articulate the reasons for wanting to undertake the course or course is not own informed choice	Referral back to employment services provider Referral back to school Referral to Department for Education's Skills Infoline Referral to alternative course that better matches career goals and aspirations	<input type="checkbox"/> Suitable <input type="checkbox"/> Suitable with support <input type="checkbox"/> Not suitable
Understanding of employment pathways course can lead to, employer expectations and working conditions in this field of employment	<input type="checkbox"/> Course will not lead to the employment opportunities the individual is seeking <input type="checkbox"/> Limited to no understanding of employment pathways, employer expectations and/or working conditions <input type="checkbox"/> Personal preferences, beliefs or values are not aligned with the type of employment the course leads to, employer expectations or working conditions	Information provision, referral to more appropriate course and re-interview Referral back to employment services provider Referral back to school Referral to Department for Education's Skills Infoline	<input type="checkbox"/> Suitable <input type="checkbox"/> Suitable with support <input type="checkbox"/> Not suitable
Understanding of and ability to meet industry or regulatory requirements such as minimum age or police checks	<input type="checkbox"/> Requirements not understood <input type="checkbox"/> Requirements cannot be met for this course <input type="checkbox"/> Requirements impacted at this time by: <ul style="list-style-type: none"> ○ Legal issues ○ Age ○ Other (specify) _____ 	Information provision, referral to more appropriate course and re-interview Re-interview when requirement can be met Referral back to employment services provider Referral back to school Referral to Department for Education's Skills Infoline	<input type="checkbox"/> Suitable <input type="checkbox"/> Suitable with support <input type="checkbox"/> Not suitable
Ability to meet inherent course requirements related to prerequisites or training and assessment performance criteria	<input type="checkbox"/> Unable to meet inherent course requirements due to disability or health <input type="checkbox"/> Does not yet meet prior educational attainment, experience or qualifications required <input type="checkbox"/> Oral communication skills, digital literacy and/or learning skills require further development to meet course requirements	Vocational bridging units available to enable pre-requisites or digital literacy to be met School to provide personal or learning supports Referral back to employment services provider Referral back to school Referral to Department for Education's Skills Infoline	<input type="checkbox"/> Suitable <input type="checkbox"/> Suitable with support <input type="checkbox"/> Not suitable

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<p>Understanding of including:</p> <ul style="list-style-type: none"> • course expectations • delivery methods • course and incidentals costs • location of training • recognition of prior learning • work placement • attendance requirements 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited to no understanding of expectation and therefore ill prepared for participation of the course currently <input type="checkbox"/> Good understanding of expectations but individual identified currently unable to meet all due to circumstances that cannot be remedied through supports – will re-apply at later date <input type="checkbox"/> Good understanding of expectations but individual identified they are impacted currently by: <ul style="list-style-type: none"> ○ Transport to get to training or work placement ○ Finance/income to pay for course costs ○ Accommodation issues ○ Personal/family circumstances or commitments ○ Disability/health ○ Other (specify) _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Timetabling adjustments <input type="checkbox"/> Flexibility in course requirements or assessment options to accommodate personal barriers <input type="checkbox"/> Reasonable adjustments in accordance with the Disability Discrimination Act Education Standards <input type="checkbox"/> Development of individual disability access plan <input type="checkbox"/> School to provide personal or learning supports <input type="checkbox"/> Employment services provider for assistance with supports <input type="checkbox"/> Referral back to school <input type="checkbox"/> Referral to LSS for supports <input type="checkbox"/> Referral to external services for support <input type="checkbox"/> Referral to TAFE SA Student Services for supports <input type="checkbox"/> Referral back to employment services provider 	<ul style="list-style-type: none"> <input type="checkbox"/> Suitable <input type="checkbox"/> Suitable with support <input type="checkbox"/> Not suitable