

New VET for School students Guidelines for Training Providers and Approved Courses Frequently Asked Questions

1. Who does the training provider invoice for courses delivered as a School-based Apprenticeship or Traineeship?

Effective 1 July 2022, if the course is being delivered as a subsidised School-based Apprenticeship or Traineeship (SBAT), the training provider may invoice any combination of the employer or student or parent/guardian or referring school of enrolment, for the student and incidental fees.

Awards relating to SBATs vary by industry in relation to the responsibility of the employer to pay student and incidental fees. Schools are encouraged to contact the nominated training provider for information about fees and invoicing practices.

2. Are there any changes to training provider invoicing for institutionally delivered courses?

There is no change. Training providers are required to invoice the referring school of enrolment for student and incidental fees relating to subsidised courses delivered institutionally.

3. Do we need to charge a course fee for Certificate II course? Will the subsidy for Certificate II and III courses change?

The Department of Innovation and Skills (the Department) has a policy of co-contribution for all subsidised courses and requires contractually that training providers charge a course fee, it is not optional. From 2022 a co-contribution will apply to all Certificate II subsidised courses for school enrolled students, to bring them into line with the policy. Whilst the Department does not regulate the course fee, there is expectation that a co-contribution will be made in recognition of the difference between the subsidy paid to the training provider and the cost of course delivery.

The subsidy level for Certificate II and III courses for school enrolled students has not changed and the course fee is in addition to the subsidy.

4. Where can I find the list of approved courses for school students for 2022?

The [VET for School Students List](#), effective 4 January 2022, is now available on the training provider website and includes courses approved for institutional and school-based traineeship and apprenticeship delivery.

5. Is VETRO different for a FLO student?

Any school student seeking access to a subsidised course commencing from 1 January 2022 will need to be referred to the training provider for an assessment of needs as part of the VETRO process, including FLO students.

VETRO includes an upfront assessment of needs which considers personal and learning support needs. This provides an opportunity for training providers to clarify what additional supports will be needed for the student, if any, and who will provide them. This will occur for all school students including FLO students.

6. Can a Year 9 student start a subsidised school-based apprenticeship or traineeship if they are 15 years of age or older under the new guidelines?

To be eligible for a subsidised school-based apprenticeship or traineeship, school students must be in year 10, 11 or 12 at the time of commencement. School students below year 10 are not eligible to

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access a subsidised training place under a contract of training arrangement, regardless of their age. This is not new and has always been the Department's policy position.

7. Can a student start under fee for service arrangements and then change to delivery as a subsidised course?

To ensure there is flexibility for students who are late transfers into a new school, or make a late decision to undertake VET, or change their choice of course, a school can commence the student under fee for service arrangements with the training provider and initiate a VETRO referral. The training provider will need to complete the VETRO process.

If accepted into a subsidised training place, the student can receive subsidy for any remaining units of competency they have not yet commenced at the time the training provider establishes the training account. Completed fee for service units of competency can be given recognition by the training provider.

Training providers can negotiate with schools on the timing for the student in this situation to commence under subsidised arrangements, following the VETRO process and agreement on any required supports, if needed.

8. Is the Participant Agreement Form still required to be signed as part of enrolment procedures?

Yes, the School Student Referral to VET form only covers privacy and data collected prior to enrolment procedures for the purpose of assessment of need. The Participant Agreement Form covers data and privacy pertaining to data collected during training and still needs to be signed along with the normal enrolment forms used with parents/guardians/students. More information and the form itself can be found in the [Provider Toolkit](#).

9. How will we know what we can accept as evidence of having completed a preparatory VET pathway?

The [VET for School Students Evidence for Completion of a Relevant VET Pathway Guide](#) identifies the different categories of activities, types of activities and forms of evidence. Training providers should discuss with their school partners their expectations for each of the different courses they delivery to school students.

Depending on industry and course requirements the relevant pathway and forms of evidence can differ. Whilst there is flexibility in the types of activities and forms of evidence training providers can accept, the quality of the evidence should not be compromised as the training provider must be able to determine if the student is eligible.

Training providers are responsible, under their FAA, for deciding if evidence provided meets their threshold for determining if the student is ready for their VET course of choice and therefore eligible for access to that course under subsidy.

10. Is only one category of evidence of a completed preparatory VET pathway required, is that relevant work experience and does it have to be relevant to the course? Is this something the training provider determines?

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The [VET for School Students Evidence for Completion of a Relevant VET Pathway Guide](#) does clarify that there are three categories – relevant industry exposure, relevant accredited training and a new category, relevant SACE curriculum based project work.

Relevant SACE curriculum-based project work is used where the industry of choice does not support either work experience or accredited training.

The referral form for the student to the training provider allows for more than one category of activity to be selected and evidence for each uploaded with the form. Whichever category is selected, the training provider is responsible for determining if it is relevant to the course. Schools are advised to talk to their training provider before they refer to ensure the evidence the student has of a completed VET pathway is relevant if in doubt.

11. I'm having trouble using the online referral form and need some help or have questions, who can I ask?

The Department funds the provision of VETRO mentor support for training providers, with an FAA, who need assistance with preparations for or implementation of the VETRO process, including the online referral form. There is no cost to training providers to access a VETRO mentor and their contact details can be found in the [VETRO Mentor Contact List](#).

Training providers can also contact the Department at DIS.Skills@sa.gov.au or call the info line on 1800 673 097 for assistance. All training providers are strongly encouraged to use the [Instructional Guide for the School Student VET Referral Form](#). The contents table and introduction on how to use the guide make it easy to find answers.

12. Do all courses require the student to be assessed? Is this only applicable to the course they are currently applying for? Will they need to re-apply and be re-assessed each time they want to access a new course?

VETRO is the gateway to subsidised courses for school students. VETRO includes the referral to training, assessment process, communication with the school on the findings, and outcome on whether the student is suitable to commence in the course or not yet suitable. Students can re-apply if they are not yet suitable.

Each course has different inherent requirements that impact on suitability, support needs and literacy and numeracy requirements. The training provider uses the context of the course as a basis for the assessment of the individual student and to identify early what supports, if any, are needed to ensure a successful training outcome. This means each new course does require a new referral.

13. Where can I find the online referral form?

The [School Student Referral to VET](#) form is available on the [Upfront Assessment of Need](#) webpage on the training provider website.

14. Is there a part to the referral form that can be used to let the students know if the course is full and we can't accept them into the course?

We have received feedback on the online referral form to add in more options, including the option to advise the course is full. A revised version of the online form will be developed during early 2022 for use from S2, 2022.

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15. Where does the current TGSS variation form (Part C) sit in the referral process?

Findings from the VETRO trial identified that there was no need to include a variation process for the online referral form given the data captured is point in time. Once a referral is completed any changes can be managed through other documented communications such as email that normally occur between a training provider and a school.

If the student does not commence after being accepted and changes school, a new referral will need to be initiated by the new school. This ensures the new school is then party to the decision to support VET as part of the student's education plan and ensures they have discussed the choice with parents and students before making a new referral.

16. Where should a training provider set up contact details that schools will need to enter into Part A?

Training providers need to determine an inbox, contact person in their organisation and phone number that can be communicated to schools.

Schools will also need information about the course of choice including course code, course name, delivery location and course costs before referring. Training providers should ensure their marketing materials and website include all the contact details and course information and that is easily accessible by schools.

Schools may also contact a training provider to discuss the suitability of a course for a student and whether their completed preparatory VET activity is relevant to this course, so having this information ready to go will help everyone.

17. How do we get access to the online literacy and numeracy assessment tool?

The Department provides all training providers with a Funded Activities Agreement with access to the Core Skills Profile for Adults online assessment tool, at no cost, under the Department's licence with the Australian Council for Education.

To get access to the CSPA tool under our licence, a training provider will need to first complete training with a Department funded Upfront Assessment of Need (UAN) Mentor. The UAN mentor will organise a convenient time to come to the training provider's site and train the staff who will be using the CSPA platform. To find a UAN mentor go to the [LSS Fact Sheet](#) for contact details.

18. The Core Skills Profile for Adults online assessment tool that the Department requires training providers to use to assess literacy and numeracy, doesn't refer to the Literacy and Numeracy Comprehensive Assessment (LaNCA) – will the terminology match?

The CSPA platform houses a short reading and numeracy indicator tool as well as a more in-depth standalone reading, writing and numeracy assessments. To assist training providers in distinguishing these two types of assessment that are both available on the CSPA platform, the Department refers to:

- the short indicator as the Snapshot Reading and Numeracy Indicator (SRNI), which is an online static tool and,
- the in-depth assessment as the Literacy and Numeracy Comprehensive Assessment (LaNCA), which is an online computer adaptive tool.

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Using the terms SRNI and LaNCA have made it easier to understand what kind of assessment is being referred to in our Upfront Assessment of Need Guidelines. CSPA is generally only used as a term, by the Department, to refer to the CSPA platform that houses both these.

19. Once the interpretation report has been completed for a school student with identified literacy and/or numeracy gaps, can they still commence in the course or do they have to do foundation skills courses first?

School students who have been identified through VETRO as having minor literacy and/or numeracy gaps can continue to enrolment in the course if the training provider and the school have reached written agreement on how the student will be supported to overcome the minor gaps during training.

If the gaps are too significant to be reasonably supported in training the training provider must discuss this finding with the school. The school has responsibility for addressing the significant gaps through SACE curriculum and the student can be referred again later when the gaps have been addressed.

20. Will the department be providing schools with some language, literacy and numeracy (LLN) assistance to help prepare students? Or will this fall on the school?

Consultation with schools and training providers in 2020 made it clear that the responsibility for LLN supports was with the student's school of enrolment. The Department of Education is working with Catholic and Independent schooling sectors on a pre-VETRO process that will incorporate checking LLN levels before referral to VETRO and the development of SACE curriculum to address any gaps before they enter their VET course.

21. How will Learner Support Services (LSS) work for school students, is it any different to how LSS works now for adults?

All training providers are required to have a service agreement with an LSS provider to ensure they are compliant with the Upfront Assessment of Need. This existing agreement will also cover providing LSS to school students.

Training providers will need to ensure subsidised school students are provided with information on LSS and the student can self-refer, be referred by the trainer, the school, or be referred as an outcome of VETRO if they go on to enrol in the course.

Specific LSS resources have been developed to support training providers and are located under Personal and Learning Support for School Students on the [LSS webpage](#).

[TAFE SA Student Services](#) provide similar services to LSS for school students attending TAFE SA and they can also self-refer, be referred by the trainer, the school or as an outcome of VETRO.

22. What could be some possible reasons that students are declined?

Training providers will be checking eligibility and entitlement and they conduct the assessment of need which assesses suitability for the course, individual personal or learning supports and literacy and numeracy needs.

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A student may be declined because they don't meet eligibility criteria, or they are not yet suitable for the course, or there are significant gaps in their literacy and/or numeracy that will need further development, or that support needs that must be provided by the school to ensure success will not be available to the student whilst in training.

The main aim of the assessment of their individual needs is to, wherever possible, provide supports in training through the school, training provider or both if it is also manageable for the student. Where they are found to be not yet ready the school will receive information from the training provider on why and how they may become ready so the student can re-apply again when ready.

23. In the webinar on the online form, you mentioned school hubs – what is a school hub?

There are probably a few different meanings however in the context of the webinar the reference to a school hub is where there is one school who hosts the delivery of a subsidised course on their school site and students attend the training from many other schools. The host school liaises with the training provider directly on behalf of all the schools sending students, co-ordinates enrolments for the course with the other schools and manages the course administration. Trade training centres often use this model too and some technical colleges.

24. What do we do if a student starts a course and withdraws after a couple of months?

If the student is in a subsidised course and has withdrawn, the training provider will need to close the training account. It is important that training providers have clear refund policies on their course and incidentals fees in relation to withdrawals. It is important that refund policies are discussed with school partners before students are enrolled so everyone has clarity.

25. The Department of Education has advised if an RTO is not approved as a panel member then the RTO won't be able to provide any VET to government school students from 2022. Is this correct?

Yes, the Department for Education is requiring training providers who deliver subsidised training or fee for service training to government school students, to enter into a funding agreement with them. Public schools will only be able to use training providers who have a funding agreement with the Department for Education. This arrangement does not impact on the delivery of subsidised training or fee for service training to schools in the Catholic or Independent school sectors.

26. Can training providers view the Department for Education's register of preferred providers that have secured a funding agreement with them?

The Department for Education has a portal for schools to be able to access information on all training providers with a Department for Education funding agreement. Training providers cannot access the portal but can request access to see their own information as it appears in the portal to schools. Training providers are advised to contact the Department for Education for more information on this.

27. What about qualifications and skill sets which are not in the current courses listed by the Department for Education? Does that mean schools can't continue the training which they were doing in 2021 if it's not included?

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All school students who commenced in a subsidised qualification prior to 1 January 2022 will be grandfathered by the Department to support their completion. School students are not eligible for subsidised skill sets under current or new funding arrangements. The Department for Education has developed a list of other accredited training that can be delivered to school students, which they have called 'Stackable VET'. This is fee for service activity and training providers who are currently delivering training through fee for service will need to raise this question with the Department for Education to get advice.

28. Cyber Security is a focus but the 22334VIC CIV in Cyber is not included?

The new VET for School Student policy released by the Department for Education for all three schooling sectors, does not support school students undertaking courses above a Certificate II or III level. Stackable VET developed by the Department for Education provides for other fee for service accredited options to provide skills, short courses, preparatory VET and VET tasters where the entry level qualification is above a Certificate III.

29. How are stackable VET options charged and when would they most likely be delivered? For example, would they only be delivered pre year 11 and 12?

Stackable VET is delivered under fee for service arrangements and training providers should seek advice from the Department for Education.

30. For Stackable VET or VET tasters the school decides who pays and in what proportions - is there a fairer way of doing this?

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