Student Entry and Assessment Procedures

Section 1.2: VETRO Referral and Readiness Verification
Objective: To ensure that the VETRO process is completed and verified prior to the creation of any training account for a school student, in line with South Australian Skills Commission guidelines.
Procedure:

1. Initial Referral and Verification
    - VETRO Referral Forms (Parts A, B and C) are received via the Skills and Employment Portal or from the referring school's VET Coordinator.
    - The Enrolments Coordinator or Student Support Officer verifies:
        - Part A: Student background, interest in the program, and school endorsement
        - Part B: RTO's assessment of support needs and training suitability
        - Part C: Student declaration and consent
2. Preliminary Engagement Activities
    - Students are invited to participate in a "Come & Try Day" or provide proof of aviation-related industry experience.
    - Activities are designed to:
        - Validate student interest and aptitude
        - Support the provider's assessment in Part B of the referral form
3. Assessment of Support Needs
    - Trainers and Student Support Officers observe and interact with students to determine potential support needs, such as learning adjustments or physical access requirements.
    - Input informs creation of an Individualised Support Plan, if required.
4. VETRO Completion Review
    - Once all sections of the form are complete:
        - Documentation is logged in the SMS
        - VET Coordinator reviews the referral for completeness and alignment with UAN guidelines
    - Only upon successful completion is a Training Account opened in UAN.
5. Ongoing Communication
    - The RTO maintains open communication with the school throughout the referral and assessment process.
    - Any missing information or clarification is followed up promptly to avoid delays.

Section 1.3: Ensuring a Compliant UAN Process
Objective: To outline the procedures and responsibilities in place to ensure every prospective student completes a compliant UAN process.
Procedure:

1. Collaboration with Schools and Support Partners
    - Schools work with Flight One staff to ensure accurate UAN assessment and data entry.
    - Participation in VETRO activities feeds directly into the readiness and support needs captured in the UAN.
    - Additional school documents (e.g., attendance, LLN indicators) are reviewed.
2. Staff Skills, Knowledge & Training
    - All involved staff complete training in:
        - UAN system functionality and updates
        - Data entry accuracy and validation
        - Compliance obligations and timeframes
        - Privacy and recordkeeping requirements
    - Training is refreshed annually and forms part of all new staff induction.
    - Checklists and job aids support day-to-day UAN completion.
3. Staffing and Business Continuity
    - UAN-trained roles include:
        - Student Support Officer
        - Enrolments Coordinator
        - Administration Officer
    - Staff are cross-trained to provide coverage during absences.
    - The Head of School and Deputy Head are never rostered off at the same time.
4. Oversight and Quality Assurance
    - Head of School holds overall responsibility for UAN compliance.
    - Deputy Head of School supports operational execution.
    - Regular internal checks are conducted to verify record completeness and timeliness.

Outcome: These procedures ensure that no training account is created unless all student readiness and support requirements have been assessed and documented under the VETRO and UAN frameworks.

Section: Student Support & Compliance

SWS Provider Referral and Support Process
Aligned to Standard 3.2 – Skills and Workforce Support (SWS)
Flight One – School of Engineering
As part of our commitment under the SWS Partnership Agreement, Flight One – School of Engineering actively identifies and supports eligible students by referring them to our Skills and Workforce Support (SWS) provider. This ensures students receive timely, relevant, and appropriate support to enhance their success in training and employment outcomes.

Identifying and Referring Eligible Students
Flight One identifies students who may benefit from SWS support through:

- Core Skills Profile for Adults (CSPA) results
- Trainer or assessor observations
- Student self-disclosure or requests for support

Eligible students are introduced to the SWS program during pre-enrolment, orientation, and the early stages of training.
Our referral process includes:

- **Raising Awareness:** Information about SWS services is shared during orientation, via the student handbook, and through ongoing conversations with trainers and support staff.
- **Providing Referral Information:** Students receive contact details and a clear outline of available services, including support for LLND (language, literacy, numeracy, digital skills), study techniques, and disability-related needs.
- **Facilitating Referrals:** With the student's consent, staff complete and submit referral documentation or assist with introductions as per the SWS provider's process.
- **Collaboration and Follow-up:** We liaise with the SWS provider to confirm student engagement, and ensure any recommendations are integrated into the student's Individual Support Plan (ISP) where appropriate.

All staff involved in student support are trained in this process to ensure consistency and compliance with our obligations.

Supporting Student Self-Referral
In addition to formal referrals, Flight One empowers students to self-refer to the SWS provider by:

- Sharing information during orientation and one-on-one sessions
- Providing clear, accessible contact information
- Encouraging proactive help-seeking behaviours
  Staff are trained to guide students in initiating contact with SWS independently.

Timely Responsiveness and Collaboration
Flight One ensures prompt and effective engagement with SWS by:

- Maintaining regular communication with the SWS representative
- Following up promptly after referrals to confirm engagement
- Collaborating on support strategies, including joint discussions with students
- Integrating provider updates into ISPs and training delivery

In-Class SWS Support
Where practicable, Flight One facilitates in-class SWS support to deliver immediate, context-specific assistance. If in-class support is not feasible, students are directed to external sessions, and follow-up coordination is provided by our support staff to ensure continuity and impact.

Confidential Meeting Spaces
To ensure student privacy and comfort, Flight One provides a dedicated, private space on campus where SWS providers can meet with students confidentially. This supports open, honest discussion and effective support planning.

Staff Awareness and Understanding of SWS
All staff are informed of:

- Who our SWS provider is
- The types of support available
- Referral processes and documentation
- Key obligations under the SWS Partnership Agreement

Trainers and support staff have access to brochures and training materials to ensure students receive accurate information and timely support.

Trainer Education and Referral Readiness
Flight One ensures all trainers:

- Understand what the SWS program is and how it works
- Know how to identify students who may benefit
- Are confident in initiating referrals and working with the student support team

This is reinforced through staff briefings, internal resources, and professional development sessions.

Active Partnership with SWS Provider
We maintain a strong, collaborative relationship with our SWS provider by:

- Participating in regular meetings and planning sessions
- Sharing student progress and support needs
- Coordinating ISP updates and joint strategies for student success
- Ensuring timely exchange of information and responsiveness to feedback

This partnership supports a unified approach to student success and enhances the alignment between training delivery and support services.

Disability Support
Purpose
To ensure all students with disability receive appropriate, reasonable support and adjustments to enable full participation in training, in line with the Disability Standards for Education (2005) and the Standards for RTOs 2025.
Key Commitments

- Students can disclose a disability at any time.
- Reasonable adjustments are planned and documented in consultation with the student.
- Confidentiality is respected at all stages.
- Adjustments do not compromise assessment integrity.
- Staff are aware of referral pathways and support options.

What Staff Must Do

Task	Who	How
Remind students at least twice during training they can disclose a disability	Trainers	Class discussion, handbook reminder, posters
Record disability disclosures and adjustments confidentially	Student Support Officer	In SMS under restricted access
Plan and implement adjustments with student input	Student Support Officer + Trainer	Through a support planning meeting
Monitor effectiveness and update supports	Trainer / Student Support Officer	During check-ins or term reviews
Know referral pathways and external supports	All Staff	Refer to internal guide / SWS contact

Examples of Reasonable Adjustments

- Additional time for assessments
- Alternative formats or verbal responses
- Adjusted practical activities
- Breaks or quiet spaces
- Use of assistive technology

Confidentiality
All records are stored securely in the Student Management System (SMS) and only accessed by the Student Support Officer, Head of School, and relevant trainer.
Escalation
Complex adjustments or concerns should be referred to the Head of School.

VETRO Process Procedure

Purpose

To ensure all school students undergo a complete and compliant VET Readiness Orientation (VETRO) process before a training account is created, in accordance with Skills SA guidelines.

Required Steps Before Opening Training Account

Step	Task	Who	Notes
1	Receive referral via Skills Portal	Student Support Officer	Check all student documentation included
2	Schedule "Come & Try Day" or confirm industry experience	Student Support + Trainers	Ensure student has opportunity to demonstrate interest/aptitude
3	Complete VETRO Referral Form Sections A, B, C	Student, Trainer, School	School signs off, practitioner completes Section B
4	Identify support needs, LLN indicators	Student Support Officer	Liaise with school and parents as needed
5	Confirm student readiness	Head of School or Delegate	Do not open training account until VETRO complete
6	Securely store documentation	Student Support Officer	Upload to SMS (access limited)

Checklist – What's Required in VETRO File

- VETRO Referral Form (all 3 sections completed)
- Evidence of Come & Try or work experience
- Notes on support needs (if any)
- Literacy/numeracy screening info
- Communication log with school/parents

Staffing & Oversight

- **Student Support Officer** ensures support and Adminstration needs are assessed.
- **Trainer** conducts observations and completes Section B.
- **Head of School** signs off before UAN creation.
- **Deputy Head of School** acts as backup and compliance checker.

Key Compliance Rule

Do not create a training account until the VETRO process is complete and readiness is confirmed. This includes any necessary support discussions or LLN follow-up.