Upfront Assessment of Need

Working Instructions

Version Control Record

Version	Date	Details
2.1	20 June 2016	Original published version
2.2	20 July 2016	Section 2, pp 4-5 - Inserted additional information specific to UAN process for JFEP
2.3	30 Sept 2016	Minor edits for clarity
2.4	5 September 2017	**Section 6, p7, Section 8, pp9 & 10, Section 10, p12 - Exit level required in writing for Cert IV and above reduced from Exit Level 3 to Exit Level 2.** **Section 7**, p9 – Assessing a candidate for writing after an SRNI result indicates further assessment is required changed from required to discretionary. **Section 10**, p12 – Payment Claim process delineated. **P2** – Inserted table to track detail of version changes
2.5	8 September 2017	**P9 – Updated JFEP requirements in relation to SRNI outcome of further assessment is required.**

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1. Purpose

The upfront assessment of need process occurs <u>prior</u> to every enrolment in a vocational or foundation skills course, and <u>after</u> a Service Provider has confirmed the individual's WorkReady eligibility and entitlement. The aim of the process is to ensure that:

- a high quality formal referral process underpins access to a subsidised training place for Jobseekers registered with an Australian Government employment service;

- only individuals who have the capacity to undertake a vocational course will have access to a subsidised training place;

- only where there is evidence of need will an individual be provided with access to subsidised bridging units or foundation skills courses;

- individual learning and support needs are identified early, and strategies are put in place to improve retention and completion outcomes;

- Jobseekers registered with an Australian Government employment service that are assessed as requiring literacy and/or numeracy training and eligible for Australian Government assistance are referred to the Skills for Education and Employment (SEE) Program.

2. When is an upfront assessment of need required?

Subsidised Training Places

The upfront assessment of need is required for all prospective participants seeking access to a subsidised training place in a full qualification under WorkReady.

Apprentices and Trainees

The upfront assessment of need process is required for apprentices and trainees. However, it is recognised that the process may occur after the individual's training contract is established. The Service Provider will at the earliest opportunity ensure that the upfront assessment of need process is undertaken and that any identified literacy and numeracy issues or support needs are managed through the Learning and Support Plan. In the event that an apprentice or trainee is assessed to require a full foundation skills course, the Service Provider must seek an exemption from DSD to enable the apprentice or trainee to be enrolled in both their vocational course and the foundation skills course at the same time.

Jobs First Employment Projects

Service Providers are required to use the upfront assessment of need for all prospective participants seeking access to a Jobs First Employment Program.

1. All facets of the upfront assessment of need must be undertaken with every prospective JFEP participant for any JFEP activity involving either accredited or non-accredited training.
2. The literacy and numeracy assessment will be limited to administering the Snapshot Reading and Numeracy Indictor (SRNI).
3. If the SRNI indicates that further assessment is required, the Service Provider who is delivering the accredited or non-accredited training in the JFEP activity can in consultation with the JFEP proponent make a determination to admit the prospective participant, if they deem participant has the capability to succeed in the training and employment opportunity in spite of their reading and/or numeracy level.
4. In this instance the Service Provider delivering the accredited or non-accredited training in the JFEP activity must record the actions that will be taken to support the literacy and numeracy needs of the participant to successfully complete the training components of the project and transition into the identified job as part of their Learning and Support Plan.

5. On completion of their JFEP activity, any participant that had been identified by the SRNI as requiring further assessment in reading and/or writing must be referred to a Service Provider offering training places in the foundation skills courses.

6. The WorkReady Suitability and Support Assessment Checklist describes the minimum areas that are required to be assessed for each student to successfully undertake training in that particular qualification. For JFEP the assessment should also pay particular attention to vocational suitability relevant to the jobs directly associated with the project. This should include, in particular:
   a. physical/ health capacity to complete the project and undertake the job
   b. police checks/relevant DCSI screening checks that are required for employment in the occupation/ sector
   c. drug and alcohol issues affecting participation in the project and employment.

If any of these factors are identified, and would affect the participant's capacity to obtain employment in the sector for which the project is designed, the prospective participant should not be recruited to the project.

Other WorkReady Activities

Service Providers are advised to refer to the ACE Program Grant Funding Guidelines 2018 - 2019 for information on the upfront assessment of need requirements for participants undertaking these activities.

Fee for Service Activities

The upfront assessment of need process is not used for fee for service activities or any other activities not funded by DSD. ASQA Standards for RTOs will however continue to apply.

3. Learning and Support Plan

Learning and Support Plan Template

The Learning and Support Plan (refer Attachment A – WorkReady Learning and Support Plan) is used to record the findings of the upfront assessment of need process.

Record keeping

Documents and reports generated through the process must be attached to the Plan and retained by the Service Provider on the individual's student record following enrolment into a subsidised training place. This documentary evidence will be used by DSD for monitoring and compliance purposes.

Using the Learning and Support Template

The Learning and Support Plan is a useful tool as it guides Service Providers through the process and serves as a checklist to ensure requirement of the upfront assessment of need process is completed. Service Providers may choose to add additional fields to the Plan to accommodate their organisational needs, or integrate the contents of the Plan into their existing student training plan.

4. WorkReady Employment Service Provider (ESP) Referral Form

Role of Employment Service Providers

Jobseekers registered with an Australian Government employment service provider must provide the WorkReady Service Provider with a WorkReady ESP Referral Form (refer Attachment B – WorkReady ESP Referral Form). Part A and Part B of the form must be completed before the registered jobseeker can proceed further in the upfront assessment of need process. If a registered jobseeker does not have a Referral Form, the Service Provider must refer them back to their employment service provider.

Employment Services Providers will identify on the Referral Form if the jobseeker is eligible for the Commonwealth Skills for Education and Employment (SEE) Program or Adult Migrant English Program (AMEP).

How Employment Service Providers access the Referral Form

The Australian Government Department for Employment supports the use of the Referral Form and has placed the Referral Form and a fact sheet to guide their providers on the *jobactive* Provider Portal. Employment service providers can access and download the fact sheet and referral form from that Provider Portal.

What WorkReady Service Providers are expected to do

The Service Provider is required to complete Part C of the Referral Form and email a scanned copy back to the referring Employment Service Provider to advise of the outcome of the upfront assessment of need. The Australian Government requires all South Australian employment service providers referring jobseekers to a WorkReady subsidised training place to keep the finalised Referral Form on the jobseeker's file.

Record keeping

The Service Provider must complete Section One of the Learning and Support Plan and attach the original completed Referral Form.

5. Suitability Assessment

Suitability and Support Assessment Checklist Template

Service Providers are required to conduct a Suitability Assessment as part of the upfront assessment of need process. A template (refer Attachment C – WorkReady Suitability and Support Assessment Checklist) is provided to Service Providers to assist with this assessment. The template is a useful tool which can be used as is or Service Providers may choose to add additional fields to accommodate their organisational needs, or integrate the contents of the template into their existing checklists.

Service Providers delivering Jobs First Employment Projects must in addition to the minimum requirements stated below also pay particular attention to vocational suitability relevant to the jobs directly associated with the project. This should include in particular:

a) Physical/health capacity to complete the project and undertake the job

b) Police checks/relevant DCSI screening checks that are required for employment in the occupation/sector

c) Drug and alcohol issues affecting participation in the project and employment.

If any of these factors are identified, and would affect the participant's capacity to obtain employment in the sector for which the project is designed, the prospective participant should not be recruited to the project.

Minimum requirements for checking suitability

Service Providers must ensure that there is documented evidence that the minimum requirements were checked. This includes checking the individual's:

• Ability to communicate effectively in English

• Aptitude for learning

• Career goals and aspirations of the individual are aligned with the course of choice

• Understanding of employment pathways or opportunities the course can lead to, employer expectations and working conditions in this field of employment

• Understanding of industry or regulatory requirements such as minimum age or police checks

• Ability to meet minimum course requirements relating to foundation skills and pre-requisites such as prior educational attainment, experience or qualifications

• Understanding of course expectations, methods of delivery, cost of the course, additional expenses such as personal protective equipment, location of the course, recognition of prior learning, work placement requirements and attendance requirements.

Record keeping

The finding that an individual is suitable for the course must to be recorded in Section Two of the Learning and Support Plan. The Service Provider must also attach to the Learning and Support Plan the document that recorded what was checked and the findings.

Managing individuals who are not suitable

Where an individual is not suitable, Service Providers may stop the upfront assessment of need process and advise individuals why they are not suitable for enrolment into their chosen course. In the instance of registered jobseekers the Service Provider must additionally refer the individual back to their Employment Service Provider, complete Part C of the Referral Form and send a scanned copy to the Employment Services Provider.

To ensure individuals who are not assessed as suitable can continue to explore their options under WorkReady, the Service Provider is expected to refer such individuals to:

• alternative courses;

• the Skills and Employment Infoline on 1800 506 266 or by email at Skills@sa.gov.au;or

• DSD career services (refer to http://www.skills.sa.gov.au/careers-jobs/talk-to-a-career-adviser for contact details of local DSD funded career services).

6. Literacy and Numeracy Assessment

Minimum literacy and numeracy levels

Literacy and numeracy assessment forms part of the upfront assessment of need process to ensure individuals have the minimum levels required by DSD to access the vocational course of their choice or to demonstrate an individual is below minimum levels and therefore requires access to a foundation skills course or foundation skills bridging units. The minimum levels are:

• Individuals seeking access to a Certificate II or III subsidised training place or Jobs First Employment Project must demonstrate they are at Australian Core Skills Framework (ACSF) Exit Level 2 in reading and numeracy; and

- Individuals seeking access to a Certificate IV or above subsidised training place must demonstrate they are at ACSF Exit Level 3 in reading and numeracy and ACSF Exit Level 2 in writing; or

- Individuals requiring access to a foundation skills course or foundation skills bridging units are evidenced as not yet meeting the minimum level required for a vocational course.

The literacy and numeracy assessment provides the evidence base to demonstrate that access to foundation skills bridging units or foundation skills courses is warranted.

Core Skills Profile for Adults on-line assessment tool

Service Providers are required to assess literacy and numeracy levels using the Core Skills Profile for Adults (CSPA) online literacy and numeracy assessment tool. Access to the CSPA is provided to Service Providers at no cost under DSD's license with the Australian Council for Educational Research. Service Providers who are approved to use the CSPA will be provided with a unique organisational login, training, administration guide, resource portal (VERA) and dedicated helpdesk support.

Service Providers should contact the CSPA helpdesk for all queries related to using the CSPA once they have received their unique organisational login.

Mandatory fields in the Core Skills Profile for Adults

It is a DSD mandatory requirement that the AQF level and name of the Certificate (i.e. Certificate III in Cabinet Making) or the name of the Jobs First Employment Project if skill sets, skill clusters or non-accredited training into the "Program" field for each of the two CSPA assessment types. It is the responsibility of Service Providers to ensure this occurs and compliance with this requirement will be monitored continuously. Refer to the CSPA Administration Guide for further information on the 'Program' field.

Types of Core Skills Profile for Adults assessments

The CSPA may only be used for individuals who are seeking access to a WorkReady subsidised training place and provides two different types of literacy and numeracy assessment; Snapshot Reading and Numeracy Indicator and Literacy and Numeracy Comprehensive Assessment.

7. Snapshot Reading and Numeracy Indicator (SRNI)

When to use the SRNI

The Snapshot Reading and Numeracy Indicator (SRNI) is used to determine if individuals seeking access to a Certificate II or III subsidised training place or Jobs First Employment Project are at a minimum ACSF Exit Level 2 in reading and numeracy.

See the Literacy and Numeracy Comprehensive Assessment section of the Working Instructions for courses at the Certificate IV or above level.

When the minimum DSD literacy and numeracy levels change and the SRNI is not used

Where a Service Provider has documented evidence that a Certificate II or III course has units of competency with literacy and numeracy requirements above ACSF Exit Level 2, the Service Provider may deem it necessary to use the LaNCA instead of the SRNI. The documented evidence must include mapping of the specific units of competency to the ACSF and provided to DSD on request.

Using the SRNI

The SRNI takes approximately 15-20 minutes to complete and produces a report that states:

- No further assessment required if the individual is at ACSF Exit Level 2 for reading and numeracy;

- Further assessment is required if the individual is not at ACSF Exit Level 2 for reading or numeracy or both.

The report does not explicitly state the individual's outcome in ACSF terms; rather it states whether or not further assessment is required. If no further assessment is required the individual can proceed in the upfront assessment of need process. Where further assessment is required, this means that the individual is not at ACSF Exit Level 2 in reading or numeracy or both and a more in-depth assessment is required if they are seeking access to a Certificate II or III subsidised training place.

If the individual is seeking access to a Jobs First Employment Project delivering skill sets, skill clusters or non-accredited training and the SRNI indicates that further assessment is required in either reading or numeracy then the Service Provider who is delivering the accredited or non-accredited training in the JFEP activity can in consultation with the JFEP proponent make a determination to admit the prospective participant, if they deem participant has the capability to succeed in the training and employment opportunity in spite of their reading and/or numeracy level..

If a Service Provider believes the jobseeker's SRNI result has been impacted upon by nerves, stress or mental health, then they may deem it necessary for the jobseeker to undertake the LaNCA to verify the ACSF Exit level in reading and numeracy.

Record keeping

The outcome of the SRNI must be recorded in Section Three of the Learning and Support Plan and the SRNI report attached to the Plan.

When further assessment is required

Where the SRNI identifies further assessment is required the individual must undertake the Literacy and Numeracy Comprehensive Assessment (LaNCA) to identify their literacy and/or numeracy needs. If reading has been identified for further assessment the Service Provider can also choose to assess writing.

Where an SRNI has identified only reading or only numeracy as requiring further assessment, the Service Provider may assess more than one if through the upfront assessment of need process they have identified a need to assess reading, writing and numeracy. Evidence to support this decision must be provided by the Service Provider and this is covered further in the section on the LaNCA.

Registered jobseekers requiring further assessment

Jobseekers registered with an Australian Government employment service that the SRNI identified as requiring further assessment should be referred back to their Employment Service Provider if they are eligible for the Australian Government SEE Program or AMEP. However, if a Service Provider believes the jobseeker's SRNI result has been impacted upon by nerves, stress or mental health, then they may deem it necessary for the jobseeker to undertake the LaNCA to verify the ACSF Exit level in reading and numeracy.

8. Literacy and Numeracy Comprehensive Assessment (LaNCA)

When to use the LaNCA

The Literacy and Numeracy Comprehensive Assessment (LaNCA) is used where:

- an individual is seeking access to a foundation skills course; OR

- the SRNI for an individual seeking access to a Certificate II or III subsidised training place indicates that further assessment is required or where the Service Provider deems (as previously defined) that further assessment in reading, writing and/or numeracy is required; OR

- an individual seeking access to a Certificate IV or above subsidised training place and therefore must be at ACSF Exit Level 3 in reading and numeracy and at ACSF Exit Level 2 in writing.

When the DSD minimum literacy and numeracy level can change

In the instance where a Service Provider has documented evidence that a Certificate IV or above course has units of competency with literacy and numeracy above ACSF Exit Level 3, the Service Provider may deem this higher ACSF Exit Level to be the minimum requirement. The documented evidence must include mapping of the specific units of competency to the ACSF and be provided to DSD on request.

Using the LaNCA

The LaNCA takes approximately 30 minutes per skill area and produces a report for each skill area that provides both a statement of ACSF Exit Level and a detailed analysis of the individual's capabilities.

The statement of the ACSF Exit Level is used by the Service Provider as a decision point in the upfront assessment of need process for an individual seeking access to a subsidised training place in a course at Certificate IV level or above as follows:

- if the individual is at ACSF Exit Level 3 in reading and numeracy and at ACSF Exit Level 2 in writing then the individual can proceed in the upfront assessment of need process;

- if the individual is at ACSF Exit Level 3 in reading and numeracy and ACSF Exit Level 2 in writing however the Service Provider has deemed a higher ACSF level to be the minimum requirement then the individual cannot proceed in the upfront assessment of need process and the detailed analysis in the LaNCA report of those skill areas below the required minimum should be interpreted;

- if the individual is not at ACSF Exit Level 3 in reading or numeracy or at ACSF Exit Level 2 in writing then the individual cannot proceed in the upfront assessment of need process and the detailed analysis in the LaNCA report of those skill areas below ACSF Exit Level 3 for reading and numeracy and below ACSF Exit level 2 in writing should be interpreted.

Managing Jobseekers who do not meet the minimum literacy and numeracy levels

Service Providers are advised to check the stated ACSF Exit Level on the LaNCA Report to determine whether Jobseekers registered with an Australian Government employment service meet the required minimum literacy and numeracy levels. If the jobseeker does not meet the minimum and are eligible for Australian Government SEE Program or AMEP they should be referred back to their Employment Service Provider.

Where a jobseeker registered with an Australian Government employment service is not eligible for the SEE Program or AMEP, the Service Provider may interpret the detailed analysis in the LaNCA Report. Refer to the LaNCA Interpretation Report section of the Working Instructions for more information.

Who can interpret the detailed analysis on a LaNCA Interpretation Report

The detailed analysis on a LaNCA report can only be interpreted by a foundation skills assessor who meets the DSD stated experience and qualification requirements outlined in the Guideline for use of and enrolment in Foundation Skills Courses and List of skills and experience of FSK Foundation Skills staff on the WorkReady website https://www.skills.sa.gov.au/Training-providers/Contracts-explained/How-to-vary-your-contract

Record keeping

The LaNCA report(s) must be attached to the Learning and Support Plan. Refer the Core Skills Profile for Adults Interpretation Report section of the Working Instructions for more information.

9. Core Skills Profile for Adults Interpretation Report

Core Skills Profile for Adults Interpretation Report Template

The LaNCA interpretation process and outcomes must be recorded on the Core Skills Profile for Adults (CSPA) Interpretation Report template (Refer Attachment D – WorkReady CSPA Interpretation Report).

The report is a tab and type Adobe document that can be completed and stored electronically.

Mandatory naming requirement for electronic storage of CSPA Interpretation Report

Service Providers are required to follow a mandatory naming convention for saving the electronic version or scanned PDF of a printed copy of a CSPA Interpretation Report.

The naming of the electronic record must include the Skills for All/WorkReady ID, the last name and first name of the individual. An underline must separate the WorkReady ID from the last name and separate the last name from the first name as per the following example:

JZ085835K_Smith_John

This naming convention links to the Payment of Interpretation of LaNCA section in the Working Instructions.

If the individual does not enrol and has no previous Skills for All/WorkReady ID then the ID should be replaced with the word "Nil" as per the following example:

Nil_Smith_John

Completing the Interpretation Report

An individual can be assessed in one, two or three skill areas through the LaNCA however; only one CSPA Interpretation Report is required by DSD to record the interpretation.

Where a Service Provider has deemed an individual undertake a LaNCA where the SRNI did not indicate it was required the reason must be recorded on the CSPA Interpretation Report.

Where interpretation of a LaNCA is required (refer to Payment for Interpretation of a LaNCA), the Service Provider must ensure that the CSPA Interpretation Report clearly identifies what action is required to manage any gaps identified for reading or writing or numeracy. This includes:

- identifying how any gaps will be managed within the vocational training if the gaps do not warrant foundation skills bridging units
- identifying what foundation skills bridging units are required to support success in the vocational course
- identifying if the gaps are too significant to be managed by foundation skills bridging units and a referral to a foundation skills course was required.

If an individual requires a referral to a foundation skills course outside of the Service Provider, then this must be documented in the CSPA Interpretation Report and state if the individual was referred to the DSD Skills and Employment Infoline or the name of another Service Provider known to provide foundation skills courses.

Mandatory identity requirement

The inclusion of the Skills for All/WorkReady ID on the CSPA Interpretation Report is a mandatory requirement except in the circumstances where the individual does not proceed to enrolment and has never previously had a Skills for All or WorkReady training account created.

Record keeping

The CSPA Interpretation Report including the LaNCA report(s) are the evidence base required for an individual to have entitlement to foundation skills bridging units or foundation skills course and will be subject to close monitoring by DSD.

The LaNCA report(s) and copy of the CSPA Interpretation Report must be attached to the Learning and Support Plan and the findings recorded in Section Four and Section Six.

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10. Payment for Interpretation of a LaNCA

Payment eligibility

DSD will provide a payment for a LaNCA interpretation in the following circumstances only:

- The individual is seeking access to a Certificate II or III subsidised training place and;
    a. the SRNI identified that further assessment was required and,
    b. the individual is not eligible for the Australian Government SEE or Adult Migrant English Program.

- The individual is seeking access to a Certificate II or III subsidised training place and the SRNI did not identify further assessment was required however,
    c. the Service Provider deemed further verification was required,
    d. the LaNCA Report summary identified the individual was not ACSF Exit Level 2 and,
    e. the individual is not eligible for the Australian Government SEE or Adult Migrant English Program.

- The individual is seeking access to a Certificate IV or above qualification and;
    f. the LaNCA identified they are not Exit Level 3 in reading or numeracy or not at Exit Level 2 in writing and,
    g. the individual is not eligible for the Australian Government SEE or Adult Migrant English Program;

- the individual is seeking access to a subsidised training place in a course the Service Provider deemed to have an ACSF Exit Level in literacy and/or numeracy above the DSD stated minimum and;
    h. the LaNCA Report Exit Level stated the individual was below this level and
    i. the individual is not eligible for the Australian Government SEE or Adult Migrant English Program.

- The individual is seeking access to a foundation skills course and they are not eligible for the Australian Government SEE or Adult Migrant English Program.

Payment rate

The DSD payment for interpretation of a LaNCA is a flat rate of $200 per individual, regardless of the number of skill areas assessed (reading, writing or numeracy).

Third-party arrangement for interpretation of a LaNCA

A Service Provider who does not have the required interpretation expertise on staff may enter into third-party arrangements with another WorkReady Service Provider to enable the LaNCA interpretation process and documentation to be completed. Within such an arrangement, the $200 will be paid to the primary Service Provider who must then pass the full payment on to the third-party WorkReady Service Provider.

Payment claim

The Service Provider undertaking the upfront assessment of need will be paid for all LaNCA interpretations assessed as eligible for payment on a quarterly basis (i.e. interpretations received and assessed as eligible between Jan-March, April-June, July-September and October-December). The Department must receive an individual PDF electronic copy of each completed LaNCA Interpretation Report completed for that period and emailed to: DSD.fundingagreements@sa.gov.au

Refer to the Core Skills Profile for Adults Interpretation Report section of the Working Instructions for more information on how to properly name the PDF to meet DSD mandatory naming conventions.

Upon receipt of a Service Providers initial LaNCA Interpretation Report the Department will enter into a "Grant for Literacy and Numeracy Comprehensive Assessment (LaNCA)". LaNCA Interpretation Reports received for the quarter will be assessed and approved for payment. At the end of the quarter a summary of eligible reports will be compiled and a payment of $200 per eligible interpretation made via a Recipient Created Tax Invoice (RCTI).

The Service Provider will not be required to issue a Tax Invoice. Payment to the Service Provider will be supported by a summary of the LaNCA Interpretations for the quarter. The Department will notify the provider directly of any LaNCA Interpretations not eligible for payment.

11. Communicating results of the SRNI and LaNCA

Advice on providing the individual with a copy of the SRNI or LaNCA reports

As the upfront assessment of need process has a number of elements which as a whole enable a Service Provider to determine whether an individual can proceed with enrolment, DSD does not recommend that a copy of either the SRNI or LaNCA report be provided to the individual.

The context for explaining the SRNI or LaNCA outcomes

DSD recommends that the results of the SRNI or LaNCA report are communicated personally to an individual and the results are explained in the context of the whole upfront assessment of need process. This reflects that literacy and numeracy is only one component of the process and that in some instances where the minimum ACSF levels are met there may be other aspects of suitability that prevent the individual from proceeding with an enrolment.

12. Support Needs Assessment

Suitability and Support Needs Assessment Checklist Template

The Support Needs Assessment forms an important part of the Upfront Assessment of Need Process. The intent of conducting a support needs assessment is to find out whether the individual is facing any barriers or issues in their lives, in their learning or in transitioning into study that might impact on their ability to participate successfully in their training. By identifying these issues before commencing with training, the Service Provider can plan to put in place supports to improve the impact on the individual's learning.

A template (refer Attachment D – WorkReady Suitability and Support Assessment Checklist) is provided to assist with the Support Needs Assessment. The template is a useful tool which can be used as is or Service Providers may choose to add additional fields to accommodate their organisational needs, or integrate the contents of the template into their existing checklists.

Minimum requirements for checking support needs

Service Providers must assess individual need under the following categories of identified support:

- **Living** – disability/health; personal/family; legal; accommodation; finance/income; transport.

- **Learning** – attendance; trainer-student interactions; study skills; course expectations; learning environment; LLN issues.

- **Transitions** – transition into study or between study pathways; transitions between employment support and training.

At a minimum, Service Providers must determine if an individual requires access to support in relation to:

- The teaching and learning environment - learning support, vocational bridging units, timetabling, adjustments to assessments; flexibility in course requirements to accommodate personal barriers

- Delivery methodologies - varying teaching and learning methodologies; flexible assessment options to accommodate personal barriers.

- Disability - reasonable adjustments in accordance with the Disability Discrimination Act Education Standards; development of individual access plan.

- Personal issues – flexibility to accommodate personal barriers; identified staff member who can provide referral to support agencies; referral arrangements for LSS.

- Further study or employment transitions – assistance with acclimatising to formal study environment/course expectations; assistance with obtaining vocational placements; liaison with employment services provider.

Evidence of need for vocational bridging units

Where the support needs check identifies that vocational bridging units are required, the Service Provider is required to document and attach to the Learning and Support Plan:

- which assessment was used to determine this need

- what gaps were identified

- the impact this has on the individual's ability to succeed in the course of choice

- what vocational bridging units will be provided.

Record keeping

The findings of the assessment of support needs, including the planned strategies the Service Provider will use to provide support, are required to be recorded in Section Five of the Learning and Support Plan along with any documents generated through the process.

Referral to Learner Support Services

If the assessed support needs indicate that the individual will require a more intensive level of support than the Service Provider can provide, a referral to Learner Support Services to supplement Service Provider support strategies may be required. See Attachment E WorkReady LSS Fact Sheet for contact details for LSS Providers.

13. Further Information and support

For further information, advice or assistance on the application of these Working Instructions, contact the Skills and Employment Infoline by telephone on 1800 506 266 or by email at Skills@sa.gov.au.

Service Providers have the option of accessing one to one support to assist with the implementation of the upfront assessment of need from one of the four Service Providers funded by DSD to provide a mentor/buddy support program. For more information on accessing this support please contact michelle.potts@sa.gov.au or sarah.marshall@sa.gov.au.

14. Attachments

- Learning and Support Plan

- Employment Services Referral Form

- Suitability and Support Assessment Checklist

- CSPA Interpretation Report

- LSS Fact Sheet