Upfront Assessment of Needs Guidelines

Skills SA

Government of South Australia
Department for Education

Contents

Skills SA

1 Complying with the upfront assessment of need process

Training providers holding a Funded Activities Agreement (FAA) must conduct the upfront assessment of need (UAN) process with all learners seeking access to subsidised qualifications, skill sets and managed courses. This includes qualifications delivered under a Training Contract arrangement or through a project.

Documents that explain the process

UAN Guidelines

For learners accessing courses on the **Subsidised Training List.**

VET Readiness Orientation (VETRO) UAN guidelines

A subset of the **UAN guidelines** for school students accessing courses on the **VET for School Students List**.

Skills SA actively monitors subsidised training provider activity for UAN compliance.

Complying with the process

The UAN process requires that all training providers with an FAA must also:

Submit an annual self-assessment

A **Student support standards organisational self-assessment** must be submitted annually reviewed and endorsed Skills SA.

Hold a current LSS partnership agreement

Your **Learner support partnership agreement** must be current with a Skills SA-funded Learner Support Services provider.

Use an approved login for literacy and numeracy assessment tools

Use a Skills SA-issued login for the Australian Council for Educational Research (ACER) **literacy and numeracy tools**.

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2 About the UAN process

The 3 UAN assessments

The UAN process includes 3 distinct assessments that are of equal importance. Before establishing a training account, training providers must assess a learner's:

✓	✓	✓
Suitability	**Support needs**	**Literacy and numeracy capabilities**
To ensure the right fit between the learner and qualification of choice.	To ensure early identification and planning for the learner's learning and personal support needs.	To ensure early identification and planning for the learner's literacy and numeracy development needs.
Tool UAN suitability and support needs assessment guide		**Tool** Online ACER SRNI as a minimum and, if required, the CSPA

Assessing suitability and support needs

Training providers must assess, at a minimum, the 7 areas of suitability and support needs as set out in the **UAN suitability and support needs assessment guide**. This applies to every learner each time they seek access to a subsidised qualification, including when they are returning to the same training provider.

Training providers are required to ensure all 7 areas of the guide are integrated into their learner selection processes and that information about LSS is provided to every learner through these processes.

> **! Please note:**
> Training providers are advised that 'ticking off' sections within the guide does not constitute or provide evidence of undertaking the suitability and support needs assessment.
>
> Training providers must refer learners who demonstrate they have low English language proficiency to an appropriate provider. See **What if a learner has low English capabilities?** for more information.

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Evidence required for the assessment

The type of evidence normally gathered through the training providers' own learner selection practices must demonstrate that the assessment of suitability and support needs was completed as part of the upfront assessment of need and that it informed the identification of the learner's support needs.

This evidence could include:

- answers to interview questions
- questionnaires
- self-assessment tools
- records of formal or informal discussions following information sessions.

Evidence from the suitability and support needs assessment provides the basis for early referral to fee-free LSS and vocational bridging units.

Assessing literacy and numeracy

Training providers do not have to assess learner's literacy and numeracy capabilities under the following circumstances:

Currently working in aligned industry	Not currently working in aligned industry	Enrolling in a subsidised skill set
✓	✓	✓
The learner is currently working in an industry that is aligned with the qualification the learner wants to enrol in.	The learner is not currently working in an industry that is aligned with the qualification the learner wants to enrol in.	Skill sets do not provide learners with adequate opportunity or time to acquire and consolidate new literacy and numeracy capabilities
AND	**AND**	
✓	✓	
The learner has completed an AQF Certificate IV or higher qualification aligned to the qualification the learner wants to enrol in.	The learner has an AQF Certificate IV or higher achieved within the last 5 years not aligned with the qualification the learners wants to enrol in.	

> **Please note:**
> Learners who experience difficulty with literacy and numeracy in their course and who have prior educational attainment, can be asked by their training provider to complete either the SRNI or CSPA at any time. This option allows learners' literacy and numeracy capabilities to be assessed and supported as needed.

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The ACER literacy and numeracy assessment tools

Training providers must, at a minimum, assess learners' literacy and numeracy capabilities using, the ACER online Snapshot Reading and Numeracy Indicator (SRNI).

The SRNI tool

The SRNI result will identify whether further assessment is needed.

If the SRNI result does not identify the need for further assessment, the learner can progress in the UAN process.

If a learner is not at Australian Core Skills Framework (ACSF) exit level 2, the SRNI will identify further assessment is needed. The training provider must use the CSPA to further assess, as applicable, the learner's reading or numeracy capabilities, or both.

The CSPA tool

Training providers will use the CSPA:

To determine the reading and numeracy exit levels **for learners who did not achieve ACSF exit level 2** for either reading or numeracy in the SRNI.

Instead of the SRNI as the initial assessment tool, if the training provider has determined a course needs a higher-level reading or numeracy or writing capabilities on entry.

Learners with evidence of literacy and or numeracy gaps from the CSPA reading or numeracy or writing assessment are entitled to:

- up to 5 fee-free foundation skills bridging units attached to the vocational qualification
- a foundation skills qualification
- access to the free-free foundation skills tutor pilot (available from late May 2024) if the gaps are minimal, or
- in-house literacy and numeracy support the training provider has available for their learners.

Please note:
It is important to tell learners at every opportunity that the ACER literacy and numeracy assessments are not tests that they can pass or fail - the assessments are there to make sure learners receive support if they need it.

Who are ACER?
ACER (also known as Australian Council for Educational Research) are a leader in the development and provision of high quality assessment and reporting tools and services for training providers.

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Skills SA literacy and numeracy capabilities for subsidised courses

Skills SA has developed and maintains the **Skills SA literacy and numeracy capabilities for subsidised courses**. This document identifies the reading, numeracy and writing capabilities for each subsidised course. The information in this document includes ACSF exit levels (on balance across the core units) and, the reading, numeracy and writing tasks the core units identify the learner will undertake during the course.

This document helps training providers to understand what the literacy and numeracy capabilities are for their courses and consider whether the learner will need to demonstrate these capabilities:

- on entry to the course
- during course delivery
- on assessment of competency, or
- as a graduate of the course.

At a minimum, Skills SA requires training providers assess learners to determine if they are at ACSF exit level 2 in reading and numeracy. However, training providers may require the learner to demonstrate a higher ACSF exit level in reading and numeracy through the SRNI than the Skills SA minimum and, require the learner to complete a writing assessment. This decision may be informed by the 'Skills SA literacy and numeracy capabilities for subsidised courses' document, training providers preferences, their delivery of the course or industry expectations.

Accessing the ACER literacy and numeracy assessment tools

Training providers must use the SRNI and CSPA assessment tools under Skills SA's license to undertake the literacy and numeracy assessment(s) as part of the UAN. Skills SA will not accept literacy and numeracy assessment results completed under another license.

Skills SA's license for the ACER literacy and numeracy tools must not be used by training providers to assess learners who are not eligible or entitled to access subsidised training in South Australia.

The ACER literacy and numeracy tools are validated for use across a broad Australian demographic who are proficient in English as a language.

Training providers will be issued a unique login for the tool under Skills SA's license once they have completed training on the ACER platform with a UAN mentor. ACER will only provide a login to training providers under Skills SA's license once they have received emailed confirmation from a UAN mentor that this training has been completed. Training providers must contact a UAN mentor directly to arrange training for their staff.

The intellectual property for assessment items/questions in the ACER assessment tools are owned by ACER. Training providers must not reproduce a printed or electronic version of the assessment items/questions, as this is a breach of copyright laws in Australia. ACER reserves the right to take legal action against a training provider who reproduces any of the assessment items/questions from the ACER assessment tools.

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About the SRNI tool

The SRNI is an assessment tool that can individually assess a learner's capabilities in:

Reading	Numeracy
✓	✓

The SRNI is a short static assessment tool that provides an indication of whether the learner is at the required minimum of ACSF exit level 2 in reading and numeracy. The SRNI includes 15 reading and 15 numeracy questions and, on average, takes learners 15-20 minutes to complete.

On completion of an SRNI by a learner, training providers will receive a simple report which identifies whether the learner requires further assessment or not. SRNI results that do not require further assessment are valid for 12 months with the training provider who conducted the SRNI. These results can be re-used during a UAN for a different course or if the learner is transitioning to a superseded equivalent/non-equivalent or replacement qualification with the same training provider.

Training providers must require learners who return an SRNI result of further assessment to undertake the CSPA for further relevant reading and/or numeracy assessment.

Training providers can assist learners to prepare for the SRNI by issuing a practice assessment, which is available under the training provider's ACER login. The practice assessment gives examples of:

- how the SRNI questions will appear
- how to navigate between questions
- how to use the tool.

For assistance with issuing a practice assessment, contact a UAN mentor.

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About the CSPA tool

The CSPA is an assessment tool that can individually assess a learner's capabilities in:

Reading	Numeracy	Writing
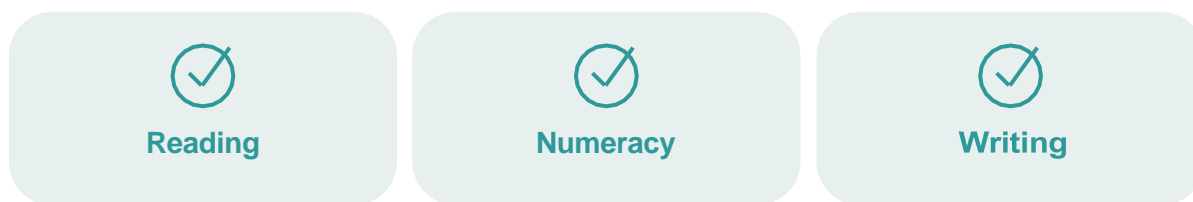
As a guide each capability assessment may take around 30 minutes to complete, however there is no time limit.

Preparing learners for the CSPA assessment is important to ensure learners can perform to their best. It is in the interests of the learner and training provider for the learner to have access to the practice assessment if the learner has not completed the SRNI first, to enable them to become familiar with the tool.
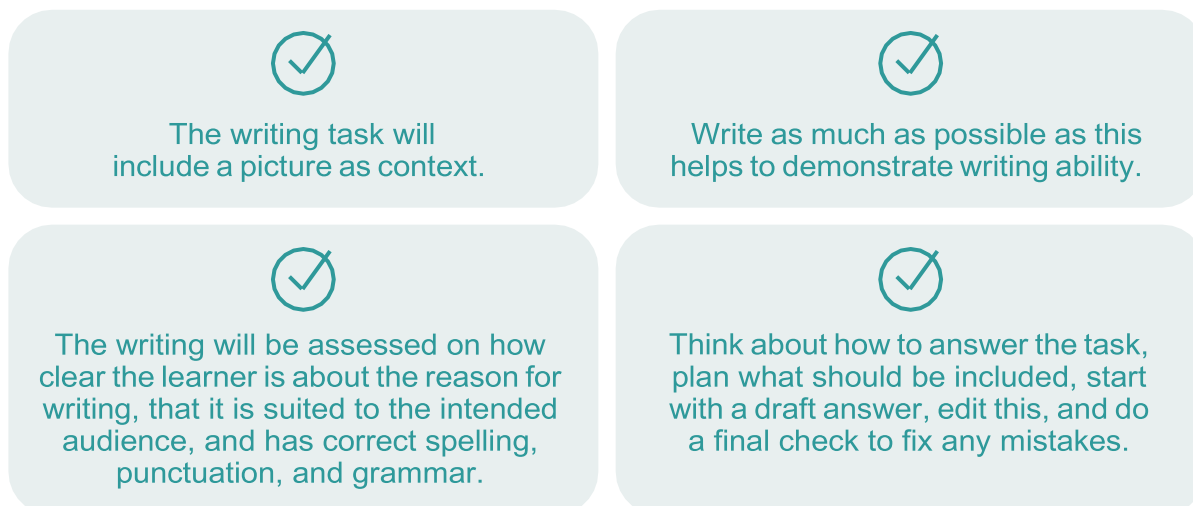
Training providers are encouraged to support learners to move as quickly as they can through the CSPA questions, move on if the learner doesn't know the answer, and then go back to review before completing the CSPA assessment.

Training providers are encouraged to consider structuring breaks between CSPA assessments as multiple assessments can cause learner fatigue and impact performance. If a learner appears increasingly anxious, consider asking if the learner wants to save their assessment and take a break or complete it on another day.

Reading, numeracy and writing results from the CSPA are valid for 12 months from the date completed, but only with the training provider who conducted the CSPA assessment. During this time, CSPA assessment results may be re-used during a UAN for a different course or if the learner is transitioning to a superseded equivalent/non-equivalent or replacement qualification with that training provider.

The CSPA reading and numeracy assessments are computer adaptive, meaning each learner response will prompt questions that are based on the capabilities the learner is demonstrating.

Training providers have reported to Skills SA that explaining to learners what is expected in the writing assessment and what they will be assessed on has helped learners to perform better. It is suggested that training providers explain the following to learners prior to the writing assessment:

- The writing task will include a picture as context.
- Write as much as possible as this helps to demonstrate writing ability.
- The writing will be assessed on how clear the learner is about the reason for writing, that it is suited to the intended audience, and has correct spelling, punctuation, and grammar.
- Think about how to answer the task, plan what should be included, start with a draft answer, edit this, and do a final check to fix any mistakes.

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The CSPA writing assessment is based on 1 or 2 writing prompts.

All 3 CSPA assessments are automatically scored and the CSPA provides a detailed report for each assessment that analyses the outcome for every question or prompt and assigns:

- an ACSF Exit Level, and
- a scaled score.

How to use the CSPA assessment results

Training provider staff do not require any specialised qualifications or experience to read the ACSF exit level that will appear at the top of the individual report and determine if it has met the Skills SA minimum. Refer to the example provided:

Learners whose CSPA assessment results demonstrate they have met ACSF exit level 2 for reading and numeracy may proceed in the UAN process.

Core Skills Profile for Adults
Individual Candidate Report for Professionals

Username: ▮▮▮▮	Date: 30-01-2023
Name: ▮▮▮▮	Unique ID: ▮▮▮▮
Skill: Numeracy	Key Tag:
ACSF level estimate: working at level 3 / exit level 2	Scale score estimate: 102

A CSPA assessment result below ACSF exit level 2 in reading and/or numeracy or below a higher level required by the training provider must be interpreted by a Skills SA approved CSPA Interpreter and a CSPA interpretation report completed.

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CSPA interpretation report

The CSPA interpretation report is an online form prescribed by Skills SA, which documents the findings from the interpretation of a learner's CSPA assessment results by a qualified literacy and numeracy trainer and assessor.

Prior to completing the CSPA interpretation report, the training provider must ensure the following have been given to the CSPA interpreter:

- CSPA assessment results
- the ACSF exit level required if higher than minimum 2 in reading and numeracy
- the ACSF exit level required if writing was assessed
- information and findings from the suitability and support needs assessment
- information on any barriers to learning
- information on what in-house literacy and numeracy support the training provider has available for their learners.

Prior to completing the CSPA Interpretation Report, the interpreter must discuss their findings with the training provider, including the best time to provide supports, if there are gaps (for example before or during the course or some combination of both).

This discussion enables a nuanced approach to identifying what impact any gaps may have on the learner in their qualification, the size of the gaps, and the best methods of support, for example:

- up to 5 FSK bridging units
- an FSK course if the learner needs more than 5 FSK bridging units
- training provider's in-house literacy and numeracy support
- non-accredited funded foundation skills tutor pilot support (available from late May 2024)
- a combination of bridging units, in-house or tutor pilot support.

Any foundation skills support identified as being required in the completed CSPA Interpretation Report is a condition of access to subsidy for the learner. The training provider is responsible for discussing any literacy and numeracy supports.

Training providers are responsible for informing learners of this condition of access:

- when they are completing the Participant Agreement
- during the UAN process if the learner needs foundation skills support, and
- when completing enrolment processes for the establishment of a Training Account.

CSPA interpretation reports are valid for 12 months from their date of issue and only for the course the interpretation relates to and with the training provider who conducted the CSPA reading/numeracy/writing assessment and initiated the interpretation.

Skills SA funds a flat rate of $200 per CSPA interpretation report for an individual, regardless of the number of skill areas assessed (reading, numeracy, and writing).

> **Please note:**
> The CSPA interpreter will record in the CSPA Interpretation Report 'additional comments' field any higher minimum ACSF Exit level set by the training provider for reading, numeracy or writing.

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Who can interpret a CSPA assessment result

The interpretation of CSPA assessment results must only be undertaken by literacy and numeracy trainers and assessors, who hold, at a minimum:

- literacy and numeracy trainer and assessor qualification at AQF Certificate IV or higher AQF qualification in English language and/or literacy and/or numeracy, and
- 2 years' full time or equivalent part-time experience in training and assessing literacy and numeracy in an adult education environment, and
- trainer and assessor qualification requirements as specified by the *Standards for Registered Training Organisations (RTOs) 2015* or its successor.

For assistance in determining whether an individual meets these minimum standards and to gain Skills SA approval for an individual to commence undertaking CSPA interpretations please email **purchaseplanningandstrategy@sa.gov.au**. Skills SA will conduct a CSPA Interpretation induction with all new approved CSPA interpreters prior to completion of the first interpretation, and organise moderation for their first 10 interpretations for learning and consistency purposes.

Training providers who do not have a literacy and numeracy skills trainer and assessor on staff, or who cannot employ the services of one, may enter a third-party arrangement with a training provider or qualified practitioner who can provide this expertise.

Training providers can refer to the Skills SA **Assessing literacy and numeracy** page for contact information for CSPA interpretation service providers.

The ACER CSPA helpdesk

Training providers experiencing technical difficulties with the ACER CSPA assessment tool should contact the helpdesk:

Email
cspa@acer.org

Phone
(03) 9277 5312

Training providers are reminded they can also access a broad range of CSPA resources through their assigned unique login to the CSPA platform. These resources include user guides, assessment documentation and help videos.

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3 UAN Resources

To support effective implementation of the UAN, the following resources have been developed and are available on the Skills SA provider website:

UAN process summary

UAN suitability and support needs assessment guide

CSPA interpretation report

UAN mentors

UAN mentors provide expert, peer-to-peer support to training providers to prepare for and embed the UAN into pre-enrolment processes. The UAN mentor service is delivered by experienced personnel who work in a registered training organisation and conduct the UAN with their own learners.

This service is directly funded by Skills SA and is available to training providers who have applied for or have a current FAA with Skills SA. The UAN mentor service assists new FAA holders with training and preparing their staff, support whilst UAN is conducted for the first time with learners, understanding UAN Guidelines, using resources and problem-solving during implementation. Ongoing access to the UAN mentor service is available to all training providers when needed.

Please note, UAN mentors do not develop UAN policies and procedures for training providers, however they can provide guidance on developing and embedding the UAN into existing pre-enrolment processes within a training provider's organisation.

A list of UAN mentors can be found on the Skills SA **Provider Training Centre** website.

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4 Frequently asked questions

Are there any UAN modifications?

All learners seeking access to subsidised training must undertake the UAN.

There are some circumstances the UAN can be modified to ensure a learner's needs are accommodated and the process is equitable.

Training Contracts

Skills SA strongly encourages training providers to complete the UAN process before establishing a training account for apprentices and trainees. This ensures early supports are provided and limits the risk of a training provider discovering significant issues later that may impact retention and completion.

However, apprentices and trainees can commence their subsidised course prior to completing the UAN if there is an urgent requirement by the employer to do so. In this circumstance the training provider must complete the UAN process:

- within 6 weeks of the training account being created for metropolitan-based trainees and apprentices, or

- within 12 weeks for non-metropolitan-based trainees and apprentices.

Where personal or learning support are identified as needing access to Learner Support Services, training providers must organise a referral as soon as possible to support barriers or issues that impact retention and training success.

Where foundation skills support is identified as required, training providers need to discuss with their foundation skills provider flexible options for the delivery of foundation skills bridging units, foundation skills courses and non-accredited foundation skills tutor support. Using flexibilities available in the delivery of foundation skills provides options for regional learners and those undertaking their training over multiple years, under training contract arrangements.

The training provider is responsible for ensuring the UAN process is completed and must contact Skills SA at **purchaseplanningandstrategy@sa.gov.au** if it is evident these time frames will not be met.

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Superseded and replacement qualifications

Existing learners with a current training account who are being moved into an equivalent/ non-equivalent replacement qualification with their existing training provider are not required to undertake the UAN again. Based on their existing knowledge of the learner, the training provider may, at their discretion, re-assess any aspect of the UAN to ensure additional supports are made available if required.

Personal barriers

Skills SA recognises there are circumstances that may require some modification to the UAN process to ensure it is equitable for all learners. This may include learners in remote/ regional locations, First Nation learners, prisoners, or learners who have a disability.

Training providers must contact a UAN mentor to discuss possible options where they believe a modification is required. Prior to implementing any modification, training providers must submit a written request to **purchaseplanningandstrategy@sa.gov.au** for approval. In the request, training providers must identify the name of the UAN mentor they spoke with, outline the proposed modification, why it is needed and whether this reason impacts on the inherent requirements for the course.

Transitioning between two training providers

Learners may need to be transitioned from one training provider to another through a jointly managed, provider-to-provider process due to:

- referral to an FSK training package qualification or bridging unit(s)
- training provider closure
- training provider exiting delivery of a qualification
- multiple training providers are working together on a project.

In these circumstances, the training provider who conducted the UAN must provide the receiving training provider with a copy of all UAN records. This includes the evidence that informed the outcome of the suitability and support needs assessment, the SRNI and any CSPA assessment results reports and/or CSPA interpretation reports.

The receiving training provider must review the records to determine whether they are satisfied with the findings and can meet any identified needs prior to establishing a training account for the transitioning learner.

If the receiving training provider is not satisfied with the UAN process used and/or believes the learners documentation records do not meet the UAN Guidelines, they can request the learner retake all or part of the UAN process as a condition of access to subsidy.

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What if a learner has low English language capabilities?

Training providers must not use either the SRNI or CSPA tool with learners who are not proficient in English as a language.

Training providers must not use the SRNI or CSPA assessment tools with learners who demonstrate any of the following characteristics:

- an inability to read and understand simple everyday information or forms in English
- an inability to write simple everyday information, or, complete basic forms in English
- very limited vocabulary in English
- an inability to:
    - respond to verbal questions in English
    - provide answers beyond yes or no to questions in English
    - follow a discussion in English
    - understand written or spoken English without it being interpreted into the individual's first language
- very low prior level of education in the individual's first language, or illiteracy in the individual's first language.

Low level speaking, listening, reading, and writing English language capabilities significantly increase the risk of workplace injury to the learner and others during training, simulated or real work placements, and on the job as an apprentice, trainee or graduate.

Training providers must refer learners who demonstrate any of the above indicators of low English language proficiency to an appropriate provider of fee-free English language assessment and English language training. This includes:

- ✓ TAFE SA English Language Program
- ✓ Skills for Education and Employment Program
- ✓ Adult Migrant English Program.

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How is payment made for a valid CSPA interpretation report?

In recognition of the specialist skills and time involved in the interpretation process, Skills SA will pay training providers a flat rate of $200 (plus GST) upon submission of a valid CSPA Interpretation Report by a Skills SA approved CSPA interpreter. To be eligible for payment, a report must be completed using the prescribed Skills SA CSPA Interpretation Form and include at least 1 of the following actions to address the identified need:

1. In-house support delivered by the training provider's own staff that will address minor gaps.
2. Referral to the non-accredited foundation skills tutor pilot funded by Skills SA (available form late May 2024 and fee-free).
3. Up to a maximum of 5 subsidised foundation skills bridging units from the FSK training package (fee-free).
4. Any combination of the above.
5. Referral to a subsidised foundation skills qualification (fee-free).

Upon receipt of the first valid CSPA Interpretation Report submitted by a training provider, Skills SA will issue contractual documentation (a 'Funded Activities Annexure') to the training provider to enable payments to be made. Once the Funded Activities Annexure is executed, payments to training providers will be transferred automatically in the month following the quarter during which any valid reports were received. The quarters are: Q3 (January to March), Q4 (April to June), Q1 (July to September), and Q2 (October to December).

Who receives payment if interpretation of a CSPA is completed by another provider?

Regardless of who completes the CSPA interpretation, the training provider who is conducting the UAN process with a learner will receive payment under the executed contract arrangements.

When using another organisation to complete interpretations, the training provider must pass on the payment in full to the organisation who completed the task on their behalf.

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Which training providers can provide foundation skills bridging units?

The training provider has the FSK training package on their scope of registration

Where the training provider of the vocational qualification also has the FSK training package on their scope of registration, they must facilitate access to the required foundation skills bridging units by attaching these units to the learner's vocational qualification training account.

The training provider does not have the FSK training package on their scope of registration

Where the training provider of the vocational qualification (the enrolling training provider) does not have the FSK training package on their scope of registration, they must facilitate the learner's access to the required foundation skills bridging units.

This will need to be facilitated through a training provider who has the FSK training package on their scope of registration and an FAA in place with Skills SA.

Under these circumstances, the training provider with the FSK training package on scope may, based on the CSPA interpretation report, establish a training account for learners under the following conditions:

- they receive a full copy of the CSPA interpretation report, and this is retained on the learner's file as evidence of need
- they receive a full copy of the findings from the suitability and support needs assessment
- the FSK qualification training account is established prior to the enrolling training provider establishing the vocational qualification training account
- up to the maximum 5 foundation skills bridging units identified by the CSPA Interpretation Report are provided to the learner, and
- the FSK qualification training account is closed once all the foundation skills bridging units are resulted.

Training providers may contact their UAN mentor or email **purchaseplanningandstrategy@sa.gov.au** if assistance is needed to find a training provider who can deliver foundation skills bridging units.

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When are learners entitled to foundation skill qualifications?

Learners are entitled to access a foundation skills qualification where the need is evidenced through a CSPA interpretation report. This includes learners whose qualification is a subsidised:

- foundation skills qualification and are below ACSF exit level 2 in reading, numeracy or writing
- vocational qualification where the learner needs more than 5 foundation skills bridging units and must, therefore, undertake a foundation skills course first
- vocational qualification delivered under a training contract, and the learner needs more than 5 foundation skills bridging units, in which case they may undertake a foundation skills course at the same time as their vocational qualification.

Who can deliver foundation skills bridging units?

Foundation skills bridging units can be integrated into the delivery of the learner's vocational qualification and delivered by vocational trainers and assessors who, at a minimum:

- hold Trainer and Assessor qualification requirements as specified by the Standards for *Registered Training Organisations (RTOs) 2015*, or its successor, and
- hold TAESS00026 Foundation Skills Integration Skill Set, and who have regular access to a literacy and numeracy trainer and assessor, or
- are undertaking TAESS00026 Foundation Skills Integration Skill Set and who are under the direct supervision of literacy and numeracy trainer and assessor.

Foundation skills bridging units not being delivered through integration into the delivery of a vocational qualification must be delivered by a literacy and numeracy trainer and assessor (as defined below), who may deliver them using a methodology to suit the individual and the circumstances.

Who can deliver foundation skills qualifications?

FSK Training Package qualifications may only be delivered by literacy and numeracy trainers and assessors, who hold, at a minimum:

- literacy and numeracy trainer and assessor qualification at AQF Certificate IV level or higher AQF qualification in English language and/or literacy and/or numeracy, and
- 2 years' full time or equivalent part-time experience in training and assessing literacy and numeracy in an adult education environment, and
- trainer and assessor qualification requirements as specified by the *Standards for Registered Training Organisations (RTOs) 2015*, or its successor.

For assistance in determining whether an individual meets these minimum standards, please email **purchaseplanningandstrategy@sa.gov.au**.

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Do learners have access to vocational bridging units?

Learners are entitled to a maximum of 5 bridging units per subsidised qualification.

Please note, unlike foundation skills bridging units, vocational bridging units are not available on a fee-free basis and will require a co-contribution, unless otherwise exempted, if for example the learner is or has been under the Guardianship of the Minister.

Bridging units may be either foundation skills or vocational or a combination of both. Vocational bridging units are:

- accredited units of competency that address identified gaps in underpinning technical skills or knowledge for the subsidised qualification of choice.

Vocational bridging units may not be used for gaps in skills or knowledge that are pre-requisite(s) under training package rules. Vocational bridging unit selection cannot include units of competency that are electives for the subsidised qualification under the training package rules.

Vocational bridging units are delivered by the training provider and must be on the training providers FAA scope of delivery.

Entitlement to vocational bridging units is based on evidence from the suitability and support needs assessment and where prescribed by the training provider, are a condition of access to subsidised training.

What are learner obligations to access subsidised training?

Undertaking the UAN

All learners seeking access to subsidised training must undertake and complete the UAN. Learners undertaking subsidised training who are required to transition to a new provider may be obliged to undertake any or all parts of the UAN again if their new provider is unable to accept the UAN results from their current provider.

Vocational qualifications

The CSPA interpretation report provides the evidence base for determining what foundation skills supports the learner needs and are a condition of access to the learner's subsidised vocational qualification of choice. The Skills SA participant agreement, which all learners must sign, includes a statement the learner agrees to complete any required foundation skills as a condition of subsidy. The training provider must monitor the learner to ensure they commence and complete the foundation skills training as agreed, regardless of whether they are delivering the foundation skills training or not.

Learners who do not agree to, or adhere to, their foundation skills conditions of access to their vocational course of choice are not entitled to access to subsidy, and the training provider must close the training account for the vocational course.

Compliance with undertaking identified in-house foundation skills or foundation skills tutor pilot support, foundation skills bridging units or qualifications is monitored by Skills SA.

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Foundation or vocational skills bridging units

Learners must access and complete foundation or vocational skills bridging units that are a condition of access to subsidy, prior to the completion of their vocational qualification of choice. The training provider of the vocational qualification must explain the process for access to the learner and facilitate their enrolment into the foundation or vocational skills bridging units as a condition of access to subsidy. Foundation skills can be undertaken and completed before the vocational course, embedded in the vocational course delivery or out of class and alongside delivery of the vocational course.

Other supports

Learners are not obliged to accept other supports identified through the suitability and support needs assessment regardless of whether they are provided by the training provider or through an LSS provider. However, training providers retain the right to determine if an individual will be unsuitable for enrolment, without the proposed supports and they believe the learner is at risk of non-completion.

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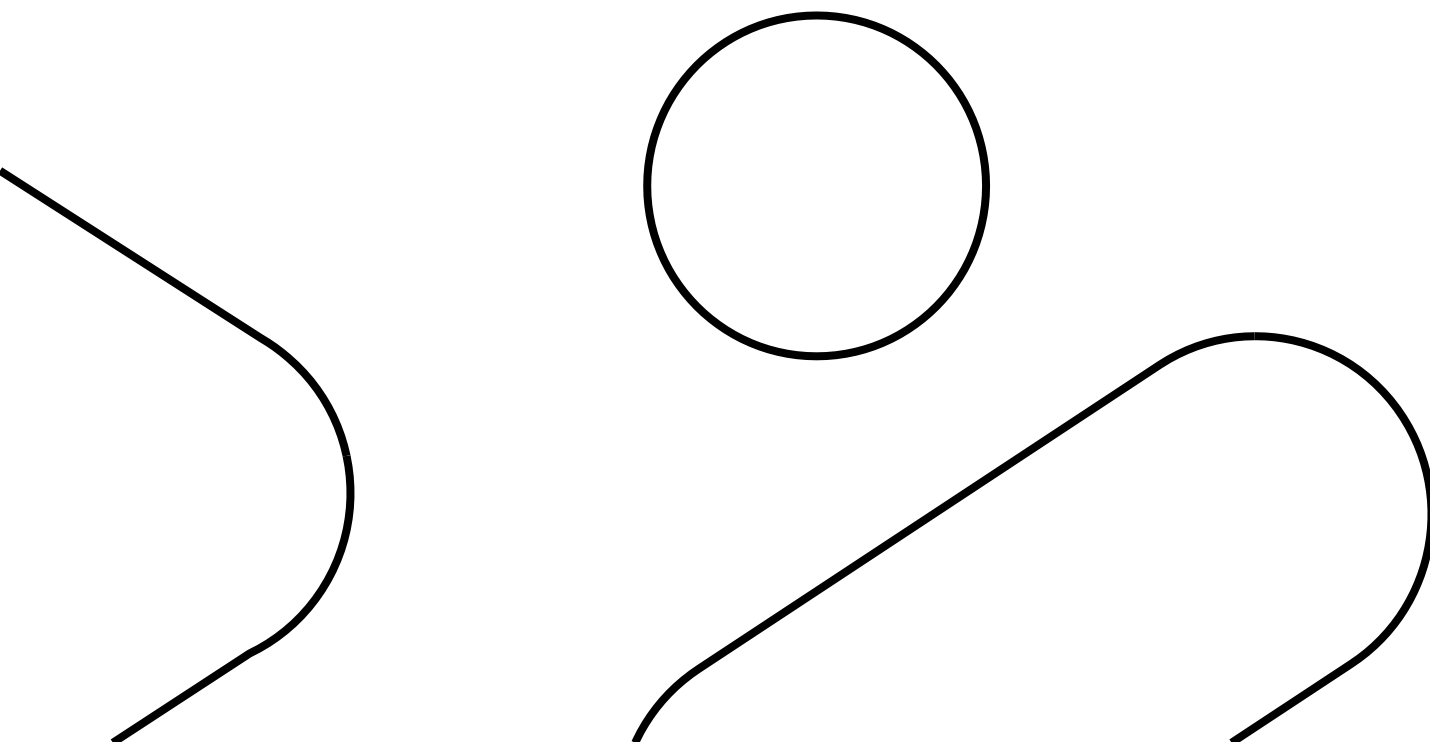
Appendix 1

Conditions for conducting the literacy and numeracy assessments

Supervision of the literacy and numeracy assessments

All literacy and numeracy assessments conducted using the ACER literacy and numeracy assessment tools must be supervised and must not be emailed to an individual to complete on their own. It is the responsibility of training providers to ensure that individuals undertaking the literacy and numeracy assessments do so under the constant supervision of the training provider's staff or agent, whether that is face to face or by virtual means.

Training providers are responsible for ensuring that during the literacy and numeracy assessments, whether undertaken face to face or by virtual means, individuals do not access other browsers, web sites, or web pages at any time during the process.

When conducting a virtual group literacy and numeracy assessment session, training providers must ensure learners right to privacy is maintained, by establishing 'break out rooms' when discussing results of literacy and numeracy assessments.

During the literacy and numeracy assessments, supervisors may assist individuals with understanding how the online assessment environment operates, how to navigate pages, or how to access the inbuilt calculator. Supervisors must not assist individuals to interpret or understand the stimulus text or how to answer a question, but can support individuals by advising them to:

- move onto another question, as they are not necessarily ordered by degree of difficulty and the next one may be easier
- read all the available text by scrolling, if all the text is not visible on the screen at once
- use pen and paper to make notes and calculations
- take a break between assessments, where they are undertaking more than one assessment.

Training providers may use an agent to provide supervision of the literacy and numeracy assessments on their behalf. However, under the FAA, the training provider retains full responsibility and accountability for the supervision standard provided by their agent.

Skills SA

Mobile phone policy

Training providers must ensure that individuals either do not have a mobile phone on their person or it is switched off completely when undertaking the literacy and numeracy assessments. The ACER literacy numeracy assessment tools provide an in-built calculator that individuals can use during the assessment. The training provider is responsible for ensuring individuals are made aware of this policy prior to commencing their literacy and numeracy assessments.

Where there is a genuine reason for a mobile phone to be on an individual's person and switched on during an assessment session, training providers must contact Skills SA at **purchaseplanningandstrategy@sa.gov.au** to get approval, in advance of the session taking place.

Responding to plagiarism

Training providers must refer to their own internal policies to determine what action they will take in relation to any incidence of suspected or proven plagiarism during any literacy and numeracy assessment, given the right a provider has to determine who they will or will not accept into the subsidised course they deliver.

Where plagiarism is suspected or proven, the training provider has the right to determine whether they will permit the individual to retake the literacy and numeracy assessment.

Skills SA's policy in relation to retaking a literacy and numeracy assessment where there is suspected or proved plagiarism is:

- the individual must be supervised one-to-one, and in person only
- the training provider will determine what combination of reading, numeracy and writing assessments will be retaken, based on the circumstances
- where writing is being re-assessed, the written pieces produced, regardless of the result, must be interpreted, and the original writing results provided to the literacy and numeracy specialist for comparison, to assist in determining whether the new written pieces reflect the individual's actual capabilities.

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