

Upfront Assessment of Need (UAN) Guidelines

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Introduction

Upfront Assessment of Need and the Funded Activities Agreement

The Upfront Assessment of Need (UAN) Guidelines form part of the Funded Activities Agreement (FAA) with the Minister. Compliance with the UAN Guidelines is a contractual requirement of accessing subsidised training in South Australia for training contracts, projects, managed courses, and qualifications on the Subsidised Training List (STL).

The Department for Education (the Department) actively monitors training provider activity for UAN compliance.

The UAN Guidelines require that all training providers with an FAA must, in addition to undertaking the UAN for all learners accessing subsidised training:

- Submit, and have approved by the Department, an annual Skills SA Student Support Standards Organisational Self-Assessment.
- Have a current service agreement with a Department-funded Learner Support Services (LSS) provider.
- Use a Department-issued login for the Core Skills Profile for Adults (CSPA) tool.
- Have written approval from the Department to deviate from the UAN process (including any adjustments to the use of Department-mandated documents, systems, and tools).

UAN Resources

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

- Upfront Assessment of Need Process Summary
- UAN Suitability and Support Needs Assessment Guide
- How to complete a CSPA Interpretation Report
- CSPA Administration Guide
- CSPA Learner Instructions
- CSPA Understanding the writing assessment
- CSPA Fact Sheet
- Using CSPA Interpretation Report
- UAN Fact Sheet for Employers
- UAN Fact Sheet for Prospective Students

What is the UAN?

Underpinning Principles of the UAN

The UAN was introduced on 1 July 2016 and is designed to:

1. Ensure early planning and equitable access to key supports for eligible learners.
2. Ensure prospective learners' suitability for desired courses is aligned to their career aspirations, motivations, industry suitability, and capabilities.
3. Increase access to, and participation in, foundation skills for eligible learners.
4. Increase access to, and participation, in LSS for eligible learners.
5. Control access to subsidised training places to ensure public investment results in positive training outcomes.

Key Components of the UAN

The UAN includes three distinct assessments that are equally important.

Under the UAN, training providers must assess an individual's:

1. **Suitability**, to ensure there is a good fit between the individual and the qualification of choice.
2. **Support needs**, to ensure early identification of, and planning for, the individual's learning, personal, and/or complex needs.
3. **Literacy and numeracy capabilities**, to ensure early identification of, and planning for, access to fee free foundation skills supports where needed.

Training Contracts

The only exception to the UAN being completed prior to establishment of a training account is for individuals under a training contract. Even then, the exception only applies when the training account had to be established to support employment before it was feasible to undertake the UAN.

The UAN must be completed for metropolitan based trainees and apprentices within six weeks of the establishment of a training account, and for non-metropolitan based trainees and apprentices within 12 weeks. The training provider is responsible for ensuring this occurs and must contact the Department at SkillsContracts@sa.gov.au as soon as it becomes clear these time frames will not be met.

Individuals under training contract arrangements may concurrently access a foundation skill qualification in addition to their vocational qualification if the UAN identifies significant gaps in literacy and/or numeracy.

Are there any exemptions or modifications to the UAN?

Exemptions

There are no exemptions to the UAN.

Modifications

Skill Sets

The UAN is modified for learners enrolling in skill sets.

Training providers are only required to undertake the UAN suitability and support needs assessments. They do not need to undertake the literacy and numeracy capabilities assessment.

Technological, System, and Suitability Barriers

The Department recognises there are circumstances that may require some modification to the UAN process due to internet connectivity issues in some rural/remote settings, and/or the suitability of some aspects for specific cohorts (such as Indigenous, prisoners and people with disability).

It is important that training providers contact the Department at SkillsContracts@sa.gov.au to seek assistance and gain approval for any proposed short or long-term modifications.

Training providers that have technological and/or systems barriers that impede or prohibit using the documents and/or tools listed in these Guidelines, and/or which impact on their ability to undertake adequate record keeping, should contact the Department at SkillsContracts@sa.gov.au.

Training providers will be required to make a business case to the Department and provide evidence to support the claimed technological and/or systems barriers and provide detailed mapping of any proposed modifications to their UAN process, to enable monitoring for compliance by the Department.

Any proposed modification to the UAN process (including the business case and mapping described above) as prescribed by the Department, must be approved in writing prior to implementation.

Learner Obligations to Access to Subsidised Training

Foundation skills bridging units

Where the outcomes of the UAN identify that specific literacy and/or numeracy bridging units are required for an individual, the training provider must ensure the individual signs an agreement to undertake these (fee-free) units. This must occur during the training provider's enrolment process and is a condition of access to the subsidised qualification.

Compliance with undertaking identified bridging units is monitored by the Department.

Foundation skills qualifications

Training providers must not establish a training account for an individual in a vocational qualification if the outcomes of the UAN identifies gaps in their basic skills sufficient to require a foundation skills qualification. If a learner chooses to undertake the recommended foundation skills qualification and successfully completes it, they can be reconsidered for the vocational qualification through the UAN.

Other learning and personal supports

Individuals are not obliged to accept other learning and personal support/s offered by the training provider through the UAN process, including LSS. However, training providers retain the right to determine an individual will be unsuitable if, without the proposed support/s, they believe the individual is at risk of non-completion.

Transitioning between two training providers

Existing learners who are subject to a jointly managed transition between two training providers may be obliged to retake any or all parts of the UAN. This may be required if the receiving training provider's review of the student's existing UAN records identifies any anomalies that may pose a risk to their Registered Training Organisation status or their ability to comply with the UAN. If the receiving training provider deems it necessary, retaking any or all parts of the UAN will be a condition of access to continued subsidy for the qualification the learner is undertaking.

Are UAN assessments portable?

In recognition that a training provider cannot verify the conditions of another training provider's UAN process, or the identity of the individual who undertook the UAN process with another training provider, the suitability, support needs assessment and CSPA assessments are not portable between training providers.

The only exceptions to this are where learners are being transitioned from one training provider to another through a jointly managed provider to provider safe handing process because of:

1. referral to an FSK Training Package qualification; or
2. training provider closure; or
3. training provider exiting delivery of a qualification; or
4. multiple training providers are working together in a project (not applicable to school students).

In these situations, the training provider who conducted the UAN process must provide the receiving training provider with a copy of all UAN process records, including evidence that informed the outcome of the suitability and support needs assessment, the SRNI and/or LaNCA assessment result reports, and any CSPA Interpretation Report.

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 the UAN process used and resultant documentation meets the UAN Guidelines, they can request the learner retake all or part of the UAN process.

If the receiving training provider is unable to provide or facilitate the provision of support for an individual's identified needs and this poses a risk to the individual's likelihood to stay in or complete the course, they should not establish a training account and are required to advise the Department at SkillsContracts@sa.gov.au immediately. The Department will then assist with finding a suitable resolution.

UAN Documents, Systems and Tools

The following are documents, systems or tools mandated for training provider use in the UAN process.

UAN Suitability and Support Needs Assessment Guide

The UAN Suitability and Support Needs Assessment Guide identifies the seven areas of suitability and support needs that, at a minimum, must be assessed through the training provider's pre-enrolment processes.

Training providers are not required to tick off the checklist contained in the Guide, or keep the Guide on a learner's record, but can choose to do so.

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 UAN. The evidence will enable training providers to demonstrate to the Department they are compliant with this component of the UAN.

This could include, for example, answers to interview questions, questionnaires, self-assessment tools, and formal or informal discussions following information sessions.

ACER Online Core Skills Profile for Adults tool

The Australian Council for Educational Research (ACER) CSPA tool is an online assessment tool that provides evidence of an individual's literacy and numeracy capabilities.

The Department has a license with ACER that provides free access to the tool for training providers. Training providers are required to use the CSPA tool under the Department's license for all learners who are accessing subsidised training places. This requirement applies regardless of whether or not the provider has a license for non-subsidised learners.

To gain access to the CSPA tool under the Department's license, training providers must contact a UAN Mentor. As well as arranging CSPA tool logins and providing training on the platform, UAN mentors can assist providers to understand and implement the UAN in their organization. UAN Mentor services are funded by the Department and are free to training providers to use. The contact details for UAN mentors are available on the Department's website.

The CSPA tool incorporates two methods of literacy and numeracy assessment:

- The **Snapshot Reading and Numeracy Indicator (SRNI)**, which is a short, indicative, online, and static assessment tool
- Individual reading, writing and numeracy assessments that are online, computer adaptive, in-depth assessment tools, and which are collectively referred to by the Department as the **Literacy and Numeracy Comprehensive Assessment (LaNCA)**.

Assessment result reports provided through the CSPA tool must be stored electronically or in print on the learner's file.

The intellectual property for the CSPA tool's assessment items (excluding the assessment result reports) is owned by ACER. Training providers must not produce a printed or electronic version of the assessment items, as this is a breach of copyright laws in Australia. ACER reserve the right to take legal action against a training provider who reproduces any of the assessment items from the CSPA tool.

A learner who has completed a Diploma or higher-level qualification in the last three years is not required to undertake the UAN.

The outcomes of the literacy and numeracy capabilities assessment must not be used to rank individuals by their Australian Core Skills Framework (ACSF) Exit Levels for the purpose of excluding access to their qualification of choice. The policy intention for literacy and numeracy assessment is to promote inclusion by addressing identified needs so that wherever possible the individual can undertake the vocational qualification of choice.

A result below the minimum ACSF Exit level does not of itself warrant a decision by the training provider to deny access to a subsidised training place. Interpretation of this result is required to provide an evidence base for informed decision making within the UAN process.

The CSPA and individuals who have low English language capabilities

The CSPA does not assess English language capability and must not be used where an individual has difficulty understanding others or making themselves understood in English, through either written or oral communication, during the UAN process. Indicators to suggest the CSPA should not be used include:

- an inability to read, understand and complete basic forms
- very limited vocabulary in English
- an inability to:
 - respond to questions
 - provide answers beyond yes or no to questions
 - follow a discussion
 - understand 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.

Training providers are advised to consider what is in the best interest of the individual if any of these indicators are present, to ensure the individual is not set up to fail in training. Training providers are also advised to consider the risk of workplace injury to the individual, or others, that might occur when low levels of English language capability undermine competency, either during work placements or in employment after graduation.

Learners who need to develop their English language capabilities should not proceed in the UAN process and must be referred to the TAFE SA English Language Program which has subsidised, fee-free training places in English language training, and an appropriate tool to assess the individual's reading, writing, speaking, and listening skills.

Supervision of CSPA Assessments

All literacy and numeracy assessments conducted using the CSPA tool must be supervised and must not be emailed to the individual to complete on their own. It is the responsibility of training providers to ensure that individuals undertaking either the SRNI or LaNCA do so under the supervision of the training provider's staff or agent.

Virtual supervision by the training provider is permissible if it meets the Department's stated requirements.

Training providers may conduct live online assessment sessions for individuals with genuine barriers to attending in person, however they must always maintain visibility of the individual and have methods to ensure other web sites or web pages are not open during the online assessment. For advice and assistance on conducting live online assessment sessions, training providers should contact a UAN Mentor.

Where it is not physically possible for the training providers staff to supervise the SRNI or LaNCA, an agent of the training provider may do so, regardless of whether the assessment is being undertaken face to face or virtually. The following conditions will apply:

- the training provider will be held accountable for the supervision standard provided by the agent
- agents must be made aware of the time commitment involved in supervising the SRNI and LaNCA and must agree to be present in the room and provide supervision whilst the individual completes the assessment in its entirety
- the standard of supervision must meet the Department's stated expectations
- agents must be provided with the CSPA Fact Sheet to ensure they understand what they are supervising and what support is appropriate to provide.

Training providers must not request third parties supervise the SRNI or LaNCA without a genuine reason to do so, such as where an individual is living beyond a reasonable travel distance to the training provider's location (making attendance a significant burden).

The CSPA Fact Sheet includes guidance on appropriate levels of support during an assessment session.

It is strongly recommended that all individuals who undertake an assessment using the CSPA tool be provided with the on-line practice assessment first, as this has been shown to improve performance and settle nerves. The practice assessment is not resulted as its purpose is to build an individual's confidence, reduce their fear of the unknown, and allow time to practice using a computer to enter responses.

Training providers should refer to the CSPA Learner Instructions video to help explain to individuals what to expect when undertaking the online assessments. Training providers should also refer to the CSPA Understanding the writing assessment guide that contains clear information for individuals on exactly what is being assessed through the two parts of the writing assessment.

Mobile phone policy

Individuals are not permitted to have a mobile phone on their person when undertaking any of the CSPA assessments. The CSPA tool provides an in-built calculator that individuals can use during the assessment. The assessment session supervisor is responsible for ensuring individuals are made aware of this policy and do not bring a mobile phone into the assessment session.

Where there is a genuine reason for a mobile phone to be on an individual's person during an

assessment session, training providers must contact the Department at skills@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 CSPA assessments, given the right a provider has to determine who they will or will not accept into the subsidised course they deliver.

Based on the circumstances, the training provider has the right to determine, where plagiarism is suspected or proven, whether they will permit the individual to retake the CSPA assessment. The Department's policy in relation to retaking a CSPA assessment where there is suspected or proved plagiarism is:

- the individual must be supervised one-to-one, and in person
- the training provider will determine what combination of reading, numeracy, and writing assessments will be retaken, based on the circumstances
- the individual may only be re-assessed using the LaNCA
- 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
- as the LaNCA is a computer adaptive assessment tool, the questions will differ from the first assessment. On that basis, interpretation is only required where the individual re-assessment outcome was found to be below the minimum required ACSF Exit level.

Snapshot Reading and Numeracy Indicator

SRNI overview

The SRNI takes approximately 15 minutes to complete and provides a statement as to whether further assessment is required. The SRNI does not provide a detailed report or analysis. It only provides an indication of whether the individual is at Australian Core Skills Framework (ACSF) Exit Level 2 or not. Where an individual is not at this level, the SRNI will state 'further assessment is required'.

When is the SRNI used?

The Department mandates that individuals seeking access to a Certificate II or III-level vocational qualification must, at a minimum, achieve ACSF Exit Level 2 for their reading and numeracy skills. Where the training package requires a higher ACSF Exit Level in reading and/or numeracy skills than that set by the Department, this takes precedence, and the training provider is required to use the LaNCA, not the SRNI.

How to use the results of the SRNI

If the outcome of the SRNI indicates no further assessment is required, the individual can proceed in the UAN process. Where further assessment is required, the individual is required to undertake the LaNCA to confirm this finding, and to establish, for further consideration, the ACSF Working Level and ACSF Exit Level for the skill area(s) being assessed. If reading requires further assessment, the training provider

has the option to also choose to assess writing.

Training providers are expected to discuss the results of the SRNI, and any further assessment that is needed as part of the UAN process, with the individual directly. It is not appropriate to email or hand the individual the SRNI result without discussion, as it has no meaning outside the context of the UAN process being undertaken for the specific qualification of choice and is not portable by the individual's own hand.

Literacy and Numeracy Comprehensive Assessment

LaNCA overview

The LaNCA is a comprehensive assessment that is made up of components for assessing reading, numeracy, and writing, and which takes an individual approximately 30 minutes to complete for each. The LaNCA is computer adaptive, meaning each response will prompt questions that are based on the capabilities the individual is demonstrating. This makes each LaNCA a unique assessment. The LaNCA also provides a detailed report that analyses the outcome for each question and assigns an ACSF Working Level, an ACSF Exit Level, and a scale score.

When is the LaNCA used?

The LaNCA is used for the following purposes:

- To assess learners seeking access to foundation skills qualifications, in order to create a profile of their capabilities, and to identify which skill areas are below ACSF Exit level 2. At least one skill area must be below ACSF Exit Level 2 to warrant access to a foundation skills qualification.
- To assess individuals seeking access to Certificate IV or higher vocational qualification to ascertain if they are at ACSF Exit level 3 in reading and numeracy and at ACSF Exit level 2 in writing, which are the minimum requirements mandated by the Department. If the training package requires a higher ACSF Exit Level in any of the three skill areas, this takes precedence.

How to use the results of the LaNCA

Training providers must discuss the results of the LaNCA and the purpose behind its interpretation (if needed) with the individual directly. Training providers must not email or hand the individual the LaNCA result as it has no meaning outside the context of the UAN process being undertaken for the specific qualification of choice and is not portable by the individual's own hand.

Who can interpret a LaNCA result?

Training provider staff do not require any specialised qualifications or experience to read the ACSF Exit Levels on the LaNCA. Note the ACSF Exit Levels are used differently for foundation skills qualifications as compared to vocational qualifications.

Once it has been ascertained that the ACSF Exit Levels are below what is required by the Department, the next step is to interpret the LaNCA results.

The interpretation of LaNCA results may only be undertaken by a foundation skills trainer and assessor who has at a minimum, a practitioner Certificate IV level or higher language, literacy and/or numeracy qualification and full time equivalent two years' experience in training and assessing in an adult

education environment. For assistance in determining if the minimum standard required has been met, please contact Juliana.fitzpatrick@sa.gov.au.

Training providers who do not have a foundation skills trainer and assessor on staff, or who cannot contract the services of one, may enter into a third-party arrangement with a training provider who has this expertise on staff. Training providers should contact the Department at SkillsContracts@sa.gov.au if assistance is needed with locating a training provider or qualified practitioner who can conduct CSPA Interpretations.

Re-sitting CSPA assessments

The following outlines the Department's policy in relation to re-sitting the CSPA:

- Individuals seeking access to a Certificate II or III qualification who complete an SRNI and who are found to require further assessment must not re-sit the SRNI, but proceed to the LaNCA
- Learners who require further assessment after the SRNI but who decline to undertake the LaNCA and exit the UAN process may re-sit the SRNI with the same training provider after three months
- Interpretation of a LaNCA is valid for 12 months from the date of issue, but only with the training provider who initiated the interpretation
- The results for individuals who met the required ACSF Exit Level through either the SRNI or LaNCA are valid for 12 months from the date of assessment, but only with the training provider who conducted them.

CSPA Helpdesk contact details

Training Providers experiencing technical difficulties with the ACER CSPA tool should contact the CSPA Helpdesk by email at cspa@acer.org or telephone on (03) 9277 5312.

CPSA Interpretation Report

The [CSPA Interpretation Report](#) is an online form prescribed by the Department and the [How to Complete a CSPA Interpretation Report Fact Sheet](#) explains in detail how to use and complete the form.

What is a CSPA Interpretation Report used for?

A CSPA Interpretation Report documents the findings from the analysis of a LaNCA. Training providers are required to use the online report which, when completed, can be printed or saved electronically.

The report provides the evidence base for determining what foundation skills supports the individual needs. The identified actions the report makes, become the condition of access to the qualification of choice. The individual must sign an agreement to undertake these actions before a training account is established.

When is a CSPA Interpretation Report required?

Access to Foundation Skill Qualifications

If the individual is not below ACSF Exit Level 2 in at least one of the three foundation skill areas, then they are not eligible to access a foundation skills qualification and the LaNCA should not be interpreted. A CSPA Interpretation Report is only required where a LaNCA indicates that an individual seeking access

to a foundation skills qualification is below ACSF Exit Level 2 in at least one foundation skill area.

Access to Vocational Qualifications

A CSPA Interpretation Report is only required where the LaNCA indicates the individual did not meet a minimum ACSF Exit level in reading and/or writing and/or numeracy for a vocational qualification.

If any of the three skill areas assessed is below the required minimum, then the LaNCA results are required to be interpreted by a specialist. This will determine if the individual needs support, what that support might be and whether with support they would have the capability to successfully undertake the qualification of choice.

A LaNCA result below the minimum ACSF Exit level does not of itself warrant a decision by the training provider to deny access to a subsidised training place. Interpretation of the LaNCA is required to provide an evidence base for informed decision making within the UAN process.

Interpretation provides valuable information to training providers about the extent of support that may or may not be required by the individual. A low-level result provides an opportunity to build the individuals foundation skills capabilities in identified areas not only for the qualification of choice but to ensure future work and study are not limited. Once the level of support is understood, training providers can then consider whether they are able to provide this support or if not, whether they are willing to facilitate access.

Where training providers are unable to support (or facilitate access to support) the individual's literacy and/or numeracy needs, they are required to refer the individual to the Department's Infoline on 1800 673 097, or else email skills@sa.gov.au for assistance with their next steps.

Requirements for CSPA Interpretation Process

The foundation skills specialist will review the LaNCA to identify the individual's capabilities and any areas for development that may impact on training and beyond. By beyond, the Department means more than just ensuring the individual can scrape through the qualification. It means aiming to lift their ACSF Exit Level to the minimum set by the Department so that the individual has the foundation skills needed to participate in work, further upskilling, and everyday life.

With this in mind, the foundation skills specialist will discuss their findings with the vocational trainer(s) who will be delivering the units of competency in the vocational qualification so that there is a nuanced approach to identifying any gaps, the actions needed to address these gaps, what specific foundation skills development is needed for training and beyond, and how these will be delivered.

In recognition of the specialist skills and time involved in the LaNCA interpretation process the Department will pay a flat rate of \$200 per CSPA Interpretation Report for an individual, regardless of the number of skill areas assessed (reading, writing or numeracy).

Payment for valid CSPA Interpretation Report

To be eligible for a payment claim, a report must be warranted and include at least one of the following actions to address the identified need:

1. Informal support delivered by training provider staff that will address minor gaps; or
2. Up to a maximum of five subsidised foundation skills bridging units from the FSK Training

Package (fee free); or

3. Referral to a subsidised designated foundation skills qualification (fee free).

Submission of the report will automatically lodge it with the Department for a payment claim of \$200 per claim. Valid claims will be paid in the month following the quarter they were received. Quarters are by financial year and are defined as Q3 January-March, Q4 April-June, Q1 July- September and Q2 October-December.

On the first occasion a report is lodged by a training provider, the Department will establish arrangements with the provider for payments through Recipient Created Tax Invoices (RCTI) which are generated by the Department. Once this is established, the Department will on receipt of valid Reports automatically generate a RCTI on a quarterly basis for payment to the training provider.

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

Regardless of who completes the interpretation of a LaNCA, the training provider who is conducting the UAN process for an individual will receive payment under the executed grant arrangements.

This payment is then used by the training provider to pay \$200 per individual interpretation to the organisation who completed the task on their behalf.

Vocational Bridging Units

Learners accessing subsidised training places may access up to a maximum of five bridging units per qualification. This maximum number may be foundation skills bridging units or vocational bridging units or a combination of both.

Vocational bridging units must be evidenced through the suitability and support needs assessment component of the UAN.

This process requires documenting in the learner record what assessment was used to determine the need, what gaps were identified, the impact on the individual's ability to successfully complete the qualification of choice, and what vocational bridging units will be provided.

Digital literacy skills

Digital literacy skill gaps may be identified through the suitability and support needs assessment of the UAN as an area requiring development to ensure the individual can undertake and succeed in their qualification of choice.

Foundation skills

When are foundation skill bridging units required?

The identification, through a CSPA Interpretation Report, that an individual seeking access to a

vocational qualification requires foundation skills bridging units, is a condition of access to a subsidised place in the course. The individual must agree to undertake and complete the foundation skills training or support. The foundation skills may be undertaken:

- before commencing the vocational qualification; or
- integrated into the delivery of the vocational qualification; or
- or delivered concurrently alongside the vocational qualification; or
- some variation of all three options as set out directly above.

The training provider who conducted the UAN process is responsible for ensuring that the student assessed as needing foundation skill bridging unit(s) undertakes the recommended units.

It is important the training provider support the learner to access the foundation skills bridging units, monitor they are undertaking the units, and confirm the units are completed in accordance with what was agreed to, prior to the completion of their vocational course. This applies regardless of whether the training provider is delivering the foundation skills units to the learner, or the learner is accessing them via another training provider. If a learner declines to undertake the foundation skills bridging units as agreed, they are not meeting the condition of access and are no longer entitled to subsidy for the vocational course.

Training providers must ensure learners understand their obligations as a condition of access to the subsidised vocational course, and the consequences of not meeting their obligations.

Provision of foundation skills bridging units

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

Where a training provider has the FSK training package on their scope of registration and foundation skills bridging units are identified as required, the training provider must facilitate access to these units by attaching the bridging units to the vocational qualification training account.

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

Where a training provider (the enrolling training provider) does not have the FSK training package on their scope of registration and foundation skills bridging units are identified as being needed, they can facilitate access to these units through another training provider who does have the FSK training package on their scope of registration and an FAA in place with the Department.

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 learners file as evidence of need
- The FSK qualification training account is established prior to the enrolling training provider establishing the vocational qualification training account

- Up to the maximum five foundation skills bridging units identified by the CSPA Interpretation Report are provided to the learner
- The FSK qualification training account is closed once all the foundation skills bridging units are resulted.

What to do if more than five foundation skill bridging units are required?

Vocational qualifications

Learners whose CSPA Interpretation Report identifies they require more than five bridging units are not entitled to access the vocational qualification until their foundation skill levels have increased and must be referred to a foundation skills qualification.

If the training provider does not have the FSK Training Package qualifications on their FAA scope they are required to refer the individual to another training provider who has subsidised training places, or else call the Department's Infoline on 1800 673 097 or email skills@sa.gov.au for assistance.

Foundation skill qualifications

To be eligible for access to a foundation skills qualification an individual must be below ACSF Exit Level 2 in at least one of these skill areas and a CSPA Interpretation Report must be completed to enable the training provider to customise the training to the individual's needs. This applies regardless of whether the individual was referred by another training provider who found them unsuitable for a vocational qualification due to the need to address significant foundation skills gaps or, the individual was seeking access to foundation skills as their qualification of choice.

Where the individual is referred through a joint process between two training providers, the UAN records may follow so that the individual does not need to undertake the LaNCA a second time.

Training contract arrangements

Learners under training contract arrangements who complete the UAN **after** their training account has been established, may on the evidence of a CSPA Interpretation Report concurrently undertake their vocational qualification and a foundation skills qualification.

English language training

The FSK Training Package was not designed to develop English language capabilities and therefore cannot be used as a substitute for specifically designed English language qualifications such as the Certificates in English Proficiency, which have subsidised training places available to eligible individuals.

Who can deliver foundation skill bridging units?

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

- a vocational qualification in their field of expertise at least to the level of the qualification being delivered; and

- TAE40110 Certificate IV in Training and Assessment; and
- the skill set from the Training and Education Training Package - TAESS00009 Address Foundation Skills in Vocational Practice and have regular access to a language, literacy and/or numeracy trainer and assessor; or
- who are undertaking the skill set from the Training and Education Training Package: TAESS00009 Address Foundation Skills in Vocational Practice and who are under the direct supervision of a language, literacy and/or numeracy trainer and assessor.

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

Who can deliver FSK training package qualifications?

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

- a language, literacy and/or numeracy practitioner qualification at the Certificate IV or higher level; and
- TAE40110 Certificate IV in Training and Assessment; and
- at least two years' full time equivalent experience in teaching and assessing language, literacy and/or numeracy in the vocational education and training sector.

For assistance in determining if the minimum requirements have been met, please contact Juliana.fitzpatrick@sa.gov.au.

Learner Support Services

A requirement of the UAN is that all training providers must have a service agreement with a Department funded Learner Support Services (LSS) Provider if they are not an LSS Provider themselves. This agreement is to enable the provision of highly flexible and responsive supports to learners, designed to intervene where the needs of the individual go beyond what Skills SA define as reasonable expectations of a training provider. These expectations are detailed in the Skills SA Student Support Standards.

Before entering an LSS Agreement, training providers must have a Department approved Organisational Self-Assessment of the supports they make available to their learners, in compliance with the Skills SA Student Support Standards. The approved Organisational Self-Assessment indicates that training providers deliver reasonable supports and can therefore access additional supports for their learners through LSS.

One-on-one supports can be provided through LSS to learners for any issue that may impact on a learners' ability to stay in training and successfully complete their course. For example:

- Family issues
- Domestic violence
- Housing and homelessness
- Interactions with the justice system
- Financial stress
- Mental health and other disability issues
- Study skills development
- In -class support needs
- Transitioning into an adult learning environment from school or after not studying for a long time
- Transitioning into work after study (post course support is available for up to 3 months).

UAN Guidelines Changes Summary

Version 2.1 of the UAN Guidelines have been developed to give effect to stage one of the UAN streamlining trial (October-December 2023). The changes implemented in v2.1 of the UAN Guidelines include:

- Removal of reference to the VETRO UAN process for school students
- Removal of reference to the Standards for Registered Training Organisations
- Removal of reference to TAFESA
- Removal of reference to the Employment Services Process and Form
- Removal of reference to the online Learning and Support Report
- Inclusion of explicit reference for requirement to submit, and have approved, an annual Skills SA Organisational Self-Assessment. This requirement has been in place since 2012.
- Inclusion of information stating learners who have completed a Diploma or higher-level qualification in the last three years are not required to undertake the UAN.

Version 2.1 of the UAN Guidelines is effective from 30 October 2023.

Version 3 of the UAN Guidelines, to give effect to stage two of the UAN streamlining trial (January-December 2024) will be published mid-December 2023 and will come into effect 15 January 2024.