

Upfront Assessment of Need Guidelines

(Incorporating VETRO for School Students)

Version 2 – July 2022



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How to use these guidelines

These guidelines form part of the training provider contract with the Minister and support the [Process Map for Establishing Eligibility, Entitlement and Conducting the UAN](#) for adults or [Process Map for Establishing Eligibility, Entitlement and Conducting VETRO](#) for school students.

VET Readiness Orientation (VETRO) for school students is the Upfront Assessment of Need (UAN) process contextualised to reflect the parameters of the [VET for School Students Guidelines for Training Providers](#) which contain some differences in eligibility, entitlement, and conditions of access. These differences are noted throughout the UAN Guidelines and a discreet section has been added that summarises the key differences for quick reference.

From 1 July 2021, training providers must follow the UAN process when conducting VETRO and adjust the UAN process where required by the UAN Guidelines, for school students seeking access to an approved subsidised course commencing from 1 January 2022.

The Table of Contents is designed to help training providers to find a quick answer to their questions by breaking up information into logical sections.

It is not designed to be read cover to cover, but instead worked through in response to training providers building a thorough understanding of the UAN process with an educative focus.

1. What is the rationale for the Upfront Assessment of Need?

1.1 Underpinning principles of the UAN policy

The Upfront Assessment of Need process was introduced for implementation 1 July 2016. It is designed to improve rates of retention and completion in publicly subsidised accredited training. It is designed to make subsidised training more accessible and inclusive by ensuring individual's needs are identified early and supported during training. The policy addresses three critical factors that significantly impact training outcomes:

1. The quality of the process used prior to establishing a training account to determine, in relation to the qualification of choice, suitability, capability and support needs
2. Underpinning literacy and numeracy capabilities to support training, work, and life
3. Complex living, learning or transition issues that impinge on participation in training and employability

The UAN process also responds to:

- ASQA Standards 1.7 Supporting Students and 5.1 to 5.3 Informing and Protecting Students. Compliance with the UAN process will develop an evidence base that may assist training providers to demonstrate compliance with these ASQA Standards.
- The National Foundation Skills Strategy for Adults target to raise low levels of foundation skills in working age adults. Currently approximately half of working age citizens in South

Australia have levels of foundation skills below those considered necessary for training, workplace productivity and participation in everyday life.

- Increasing the quality level of referrals to training by the employment service provider sector to ensure that access to subsidised training places results in genuine outcomes for job seekers using their entitlement to training.

1.2 What difference will a training provider's attitude to the UAN make?

Evidence has demonstrated that the attitude of training provider staff towards the UAN process considerably impacts on the attitudes of individuals and employers. A positive approach based on the benefits of the UAN process to the individual, will reduce unnecessary fear, stigmatization or embarrassment that can occur when the purpose of the UAN is not properly explained or understood. It may also help to reduce instances of plagiarism that occur when individuals don't understand the intent of the UAN and incorrectly assume the UAN is a test the must pass.

Ongoing messaging that an assessment of need is not a pass or fail proposition is important and one that all staff in a training provider should be giving to every individual seeking to access a subsidised course.

Individuals should hear clear messages from their training provider that the UAN is designed to ensure their individual needs are met while in training and that needing supports whether personal, learning or related to literacy and numeracy is very normal as most people need a bit of help with something at some stage. The UAN is designed to make sure that need for a bit of help is picked up early and can be planned for so their training experience and outcome is a positive one.

1.3 How to explain the UAN to individuals and employer

All parts of the UAN are equally weighted so it is important training providers do not over emphasise the importance of any one element in the process. There are often common areas of need that will require support, such as foundation skills or study skills, normalizing support needs is part of explaining the UAN process.

Fact sheets have been developed for individuals and employers about the UAN process to help them understand how the UAN process can benefit them and training providers are encouraged to use these resources. Fact sheets on VETRO are also available for use with schools and school students. Refer to section [4.2.5 Using UAN or VETRO fact sheets for students, employers, and schools](#) for more information.

2. What are the elements of the UAN?

2.1 Three main elements of the UAN

To ensure a successful training outcome and transition to further learning or employment, the UAN includes an assessment of:

1. Suitability to ensure there is a good fit between the individual and the qualification of choice

2. Support requirements to ensure early identification and planning for individual learning, personal or complex needs
3. Literacy and numeracy to ensure wherever possible the individual can, if otherwise suitable, undertake a vocational qualification with additional foundation skills supports. For non-school students this includes funded foundation skills bridging units or a clear evidence base of need for a funded foundation skills qualification

These three elements of the UAN process have equal weighting. Over emphasis of any one element with an individual may create anxiety about undertaking the UAN process and confusion about what the findings of the process mean in relation to the training providers decision to give or not give access to a subsidised training place.

2.2 Ranking by literacy and numeracy levels is not permitted

The literacy and numeracy element of the UAN process 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 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. Refer to section [7.4.2 Access to Vocational Qualifications](#) for more information.

Training providers who do not have the capabilities to interpret foundation skill needs or provide foundation skill bridging units and are unwilling to facilitate these in partnership with another training provider, must refer individuals who do not meet the minimum ACSF Exit levels to the Skills Infoline on 1800 673 097 or email to DIS.Skills@sa.gov.au for assistance with matching to other training providers who can.

2.3 Complying with the Funded Activities Agreement

A requirement of the UAN is that all training providers with an FAA must:

- Have a service agreement with a Department funded Learner Support Services provider. The [LSS Fact Sheet](#) provides more information and contact details. Refer to section 10, [What do Training Providers need to know about supporting students?](#), for more information.
- For TAFE SA it is a requirement that all subsidised students have access to TAFE SA Student Services. Refer to section 10, [What do Training Providers need to know about supporting students?](#), for more information.
- Have a Department issued login for the Core Skills Profile for Adults (CSPA). Refer to section [6.1 Training providers must use the CSPA under the Department's license](#) for more information.
- Use the VETRO process for secondary school students seeking access to an approved subsidised course from 1 January 2022 as outlined within the UAN Guidelines. Refer to the [How to use these guidelines](#) for more information.

- Follow the process outlined in Part C of [the Process Map for Establishing Eligibility, Entitlement and Conducting the UAN](#) or Part C of the [Process Map for Establishing Eligibility, Entitlement and Conducting VETRO](#) and use all Department prescribed documents and tools as indicated in the process map. Refer to section 5, [What documents or tools does the training provider need to use for the UAN process?](#) for more information.
- Have written Department approval to deviate from the UAN or VETRO process outlined in the process maps, including use of documents and tools. Refer to section [2.4 Exemptions and modifications](#) for more information.

2.4 Exemptions and modifications

There are no exemptions to the requirements of the UAN process, including VETRO requirements. The Department recognises there are circumstances that may require some modification to the UAN process due to connectivity issues in some remote/rural settings and suitability of some elements for specific cohorts such as Indigenous, prisoners and disability. It is important that training providers contact the Department at DIS.SkillsContracts@sa.gov.au to seek assistance and gain approval for any short or long-term modifications.

Training providers that have technology or systems barriers to using the documents and/or tools and/or record keeping in accordance with instructions of the UAN process should contact the Department at DIS.SkillsContracts@sa.gov.au. Training providers will be required to make a business case to the department and provide evidence to support the claimed barriers and provide detailed mapping of any modifications to the UAN process to enable monitoring for compliance by the Department. Any variation to the UAN process as prescribed by the Department, including the mapping, must be approved in writing prior to implementation.

The Department monitors training provider activity for UAN compliance. Training providers found non-compliant with the UAN process may be issued with a default notice that may impact on their current and future access to subsidised training places and the assessment of future applications for subsidised training places within projects.

3. When is the UAN process undertaken and with whom?

3.1 When to use the UAN

3.1.1 Job seekers

Training providers will only conduct the UAN with job seekers who are under mutual obligation upon receipt of an online [Employment Service Provider Referral to Training form](#). This form must come with the relevant sections completed by the Employment Services Provider the job seeker is registered with.

3.1.2 School students

Training providers will only conduct VETRO with school students upon receipt of a [School Students VET Referral form](#) initiated by a school. Training providers are strongly urged to read the [Instructional Guide on the School Student VET Referral form](#) for detailed information on how to use and complete the form correctly.

3.1.3 All subsidised training places

The UAN occurs after eligibility and entitlement have been determined and prior to the establishment of every subsidised training account. This includes school students from 1 July 2021 for course commencements from 1 January 2022.

The UAN must be used for all students participating in training contracts, projects, managed courses, and qualifications on the Subsidised Training List. Refer to the [Process Map for Establishing Eligibility, Entitlement and Conducting the UAN](#) for the detailed process maps, supporting procedural information and required documentation or [Process Map for Establishing Eligibility, Entitlement and Conducting VETRO](#) for school students.

If an individual identifies they are or have ever been under the Guardianship of the Minister the training provider are expected to complete an Application for [Exemption as a person under the Guardianship of the Minister](#) on behalf of the individual to seek a fee waiver from the Department for course fees.

The UAN process includes some modifications for short courses comprising a National Skill Set, a Local Skill Set or a cluster of accredited units where the course is not delivered alongside a qualification. Refer to section 9, [How is the UAN process modified for skill sets or clusters of units of competency?](#) for information on the modifications.

3.2 Who needs to undertake the UAN?

All individuals seeking access to a subsidised training place are required to complete the UAN process prior to the establishment of every training account. This enables the Department to measure changes in capability because of interventions such as foundation skills, each time an individual enters the publicly funded VET system.

From 1 July 2021 training providers must follow the UAN process when conducting VETRO and adjust the UAN process where required by the UAN Guidelines, for school students seeking to commence an approved subsidised course commencing from 1 January 2022.

3.3 Can the UAN be completed after a training contract is established?

The only exception to the UAN being completed prior to establishment of a training account is for individuals under a training contract. This applies only in circumstances in which the training account had to be established to support employment before it was feasible to undertake the UAN process. In this circumstance the training provider must ensure that the UAN process is undertaken at the earliest possible time. This includes School Based Apprenticeships and Traineeships.

Metropolitan based trainees and apprentices must complete the UAN process within 6 weeks of the establishment of a training account, and non-metropolitan based within 12 weeks. This includes School Based Apprenticeships and Traineeships. The training provider is responsible for ensuring this occurs and must contact the Department at DIS.SkillsContracts@sa.gov.au where it is clear these time frames will not be met.

Excluding school students, individuals under training contract arrangements may access concurrently a foundation skill qualification if the UAN process identifies significant gaps in literacy and/or numeracy. Refer to section [8.3.2 Training contract arrangements](#) for more information.

4. What are the obligations of the individual seeking access to a subsidised training place?

4.1 Undertaking the UAN is a requirement

All individuals who are seeking access to a subsidised training place, regardless of prior educational attainment, employment experience or employment status, are required to participate in the UAN process. This is a condition of accessing publicly funded training places. There are no exceptions.

Modification of the UAN process is possible if there are unique barriers for the RTO to delivery or for some cohort groups, refer to section [2.4 Exemptions and modifications](#) for further information. Individuals who are unwilling to participate fully in all aspects of the UAN process may instead choose to undertake training through fee for service arrangements.

4.2 Conditions of access to subsidised training must be met

4.2.1 Foundation skills bridging units

For non-school students, where the UAN process identifies that specific literacy and/or numeracy bridging units are required, the training provider must ensure the individual signs in agreement to undertake these (fee free). 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 and non-compliance by the individual may result in the withdrawal of subsidy for the individual's training account. Refer to sections [8.1 When foundation skill bridging units are required](#) and [8.2 Provision of foundation skills bridging units](#) for more information.

4.2.1.1 Foundation skills supports and school students

School students are not entitled to access subsidised foundation skills bridging units. Refer to the VET for School Students Guidelines for Training Providers for more information. Where literacy and/or numeracy gaps are identified as minor, the training provider can choose to provide support whilst the student is in training or require the school to provide support whilst the student is in training, or both.

Arrangements to provide support for minor gaps that will be addressed by either the training provider or school or both, are a condition of access to the subsidised qualification. The training provider must ensure the agreed arrangements are documented via email with the school of enrolment to secure their written commitment. This must include ensuring the school

student/parent or guardian signs in agreement to the arrangements during the training provider's enrolment processes as a condition of access to the subsidised qualification. It is the responsibility of the training provider to meet their commitment to provide supports during training and for monitoring the school is meeting their commitment.

4.2.2 Foundation skills qualification

Training providers must not establish a training account for an individual in a vocational qualification if the UAN identified significant gaps in their basic skills requiring a foundation skills qualification. If a non-school student chooses to undertake the recommended foundation skills qualification, once this is completed, they can be reconsidered for the vocational course through the UAN process. Refer to section [8.3.1 Vocational qualifications](#) for more information.

For school students, if the UAN process identifies significant gaps, these will need to be addressed by the school of enrolment and the training provider must deem the student not yet ready to access the vocational course. School students are not eligible to access subsidised foundation skills qualifications, refer to the VET for School Students Guidelines for Training Providers.

4.2.3 Other learning and personal supports

Individuals are not obliged to accept other learning and personal supports offered by the training provider to ensure a successful training outcome, including Learner Support Services. However, training providers retain the right to determine an individual unsuitable if, without the support, they believe the individual is at risk of non-completion.

Learning and personal supports identified as needed for school students through VETRO may be provided by the training provider or the school or both. Agreed support arrangements must be documented via email with the school of enrolment to secure their commitment to these arrangements. It is the responsibility of the training provider to meet their commitment to provide supports during training and for monitoring the school is meeting their commitment.

For assistance with complex support needs, TAFE SA students, may be referred to TAFE SA Student Services and non-government training provider students may be referred to Learner Support Services. These services are available for all students, including school students.

4.2.4 Transitioning between two training providers

Existing students who are subject to a jointly managed transition between two training providers may be obliged to re-take any or all parts of the UAN process. 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 UAN compliance. If the RTO deems this necessary, this will be a condition of access to continued subsidy for the qualification the student is undertaking. Refer to section [6.4.5 Are CSPA assessments portable?](#) for more information.

4.2.5 Using UAN or VETRO fact sheets for students, employers, and schools

Training providers are strongly encouraged to use the [Upfront Assessment of Need Fact Sheet for Students](#) or [Upfront Assessment of Need Fact Sheet for Employers](#) to help explain the process and conditions of access to publicly subsidised training places.

Training providers are strongly encouraged to use the VET Readiness Orientation Fact Sheet for schools and students to help explain how the process works and conditions of access to publicly subsidised training places.

5. What documents or tools does the training provider need to use for the UAN process?

The following are documents or tools mandated for training provider use in the UAN process:

1. On-line Employment Service Provider Referral to Training form

- A Referral is only required where the job seeker is under mutual obligation with an employment services provider and a completed copy must be retained. Mutual obligation is the term used to indicate the job seeker is in receipt of a government benefit and in return there are specific requirements they must meet to remain eligible for this benefit.
- Where it is applicable training providers must ensure they have the Referral prior to the UAN process commencing, refer **Part A Eligibility** of the [Process Map for Establishing Eligibility, Entitlement and Conducting the UAN](#).
- If the Referral is not provided during the Eligibility check, then training providers must not proceed in the process on the basis that there is no agreement from the employment service provider for the job seeker to attend training as an approved activity.
- If the Referral identifies the job seeker as eligible for the Skills for Education and Employment (SEE) Program, then they are not entitled to access a subsidised training place in Foundation Skills Training Package certificate qualifications. However, the job seeker is still eligible to access foundation skills bridging units if these are recommended because of the UAN process. Refer to sections [6.3.4 Jobseekers needing English language training](#) and [8.3.5 Jobseekers needing literacy and numeracy development](#) for more information.
- Once completed the Referral must be stored electronically or in print on the student's file.

2. School Student VET Referral form

- A Referral is required for all secondary school students seeking access to approved subsidised courses commencing training from 1 January 2022.
- Training providers must ensure they have the Referral prior to commencing VETRO, refer Eligibility in the [Process Map for Establishing Eligibility, Entitlement and Conducting VETRO](#).
- Eligibility includes evidence of completion of a relevant preparatory VET pathway, refer to the [Instructional Guide on the School Student VET Referral](#) form for more information.
- If the Referral is not provided, then training providers must not commence VETRO on the basis that there is no agreement from the school that VET is an approved activity under

the school student's education plan.

- Once completed the Referral must be stored electronically or in print on the student's file.

3. Suitability and Support Needs Checklist

- The checklist is a guide and identifies **what, at a minimum, must be assessed** through the processes and practices training providers normally use to ascertain an individual's suitability and support needs. Training providers are not required to tick off the checklist or keep on a student's record but can choose to.
- Areas of support identified need to be considered in terms of what action is needed to support access to training and a determination made on suitability for the qualification. This includes vocational bridging units, see section 11, [What do Training Providers need to know about vocational bridging units?](#) for more information.
- The type of evidence normally gathered through the training providers own selection practices is expected to 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, compliance with this element of the UAN. This could include, for example, answers to interview questions, questionnaires, self-assessment tools and formal or informal discussions following information sessions.

4. On-line Core Skills Profile for Adults (CSPA)

- This is an on-line literacy and numeracy assessment tool that provides evidence of an individual's literacy and numeracy capabilities. Assessment result reports provided through the CSPA must be stored electronically or in print on the student's file.
- The CSPA is not suitable for individuals who are not competent in English. Refer to section 6.3 [The CSPA and individuals who have low English language capabilities](#) for more information.
- Refer to section 6, [What do training providers need to know about the Core Skills Profile for Adults?](#) for more information on using the CSPA, including login access.
- [On-line CSPA Interpretation Report.](#)
- Once completed the report must be stored electronically or in print on the student's file.
- This is used to record the interpretation of the Literacy and Numeracy Comprehensive Assessment report where the individual is below the literacy and/or numeracy minimum level of capability prescribed by the Department.
- Refer to section 7, [What do training providers need to know about the CSPA Interpretation Report?](#) for more information on CSPA Interpretation Reports

5. On-line Learning and Support Report

- The Learning and Support Report is completed for all non-school students and must be stored electronically or in print on the student's file.
- This is not used for school students as the School students VET Referral form captures the same information as the Learning and Support Report.
- The Learning and Support Report and the School students VET Referral form consolidates all elements and outcomes of the UAN process and confirms to the Department in real time that UAN process has been completed in full. The Department use both to monitor compliance with the UAN.

Refer to **Part C** of the UAN of the [Process Map for Establishing Eligibility, Entitlement and](#)

[Conducting the UAN](#) or the [Process Map for Establishing Eligibility, Entitlement and Conducting VETRO](#) which identify where each document or tool is used in the process.

6. What do training providers need to know about the Core Skills Profile for Adults?

6.1 Training providers must use the CSPA under the Department's license

The Department has a license with the Australian Council for Educational Research (ACER) to provide free access for training providers to the CSPA. The CSPA enables the Department to access the UAN literacy and numeracy assessment data which contributes to measuring and reporting levels in the VET population and planning of resources to meet foundation skill needs.

Training providers are required to use the CSPA under the Department's license for students accessing subsidised training places regardless of whether they have their own license arrangement with ACER for non-subsidised students. To gain access to the CSPA under the Department's license, training providers must contact a UAN mentor who will provide assistance with understanding the requirements of the UAN and training in using the CSPA platform. UAN mentors are also LSS providers and their contact details are available in the [LSS Fact Sheet](#).

6.1.1 The intellectual property for the CSPA is owned by ACER

The intellectual property for the CSPA assessments is owned by ACER and training providers must not produce a printed or electronic version 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.

6.2 Conducting CSPA assessments

All literacy and numeracy assessments conducted using the CSPA tool must be supervised and may not be emailed to the individual to complete on their own. For more information refer to section [6.4.4 CSPA assessment conditions](#). It is strongly recommended 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 settles nerves. The practice assessment is not resulted as its purpose is to build confidence, reduce fear of the unknown and allow time to practice using a computer to enter responses.

Refer to [the CSPA Learner Instructions video](#) that is available to help explain to individuals what to expect when undertaking the online assessments. Refer also 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.

6.3 The CSPA and individuals who have low English language capabilities

6.3.1 Identifying low English language capabilities

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

- inability to read, understand and complete basic forms
- very limited vocabulary in English and inability to respond to questions, or can only answer yes/no questions, follow a discussion or requires others to interpret into first language
- very low prior level of education in first language or illiterate in first language.

6.3.2 Consider the impact to the individual and others

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 self or others that can occur when low levels of English language capability undermine competency either during work placements or in employment after graduation.

6.3.3 Accessing Departmental subsidised English language assessment and training

Non-school students who need to develop their English language capabilities should not proceed in the UAN process and be referred to the TAFESA 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.

6.3.4 Jobseekers needing English language training

Jobseekers who need to develop their English language capabilities and are identified as eligible for the Skills for Education and Employment Program or Adult Migrant English Program on their Employment Service Provider Referral to Training form should not proceed in the UAN process and be referred to their Employment Service Provider for English language assessment and training.

6.3.5 School students needing English language training

School students are not eligible to access subsidised English language assessment or training. Where a training provider identifies low English language capabilities in a school student, they must:

- Cease the assessment process,
- Record a finding of 'not eligible' on the VET for School Students Referral to Training form as the outcome for both the suitability and support needs assessment and literacy and numeracy assessment, and
- Select 'Option D – not suitable' on this basis.

6.4 Overview of the CSPA tool

The CSPA platform offers a short reading and numeracy assessment as well as a longer comprehensive reading, writing and numeracy assessment. To assist in distinguishing these two types of assessment the Department refers to:

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

6.4.1 Snapshot Reading and Numeracy Indicator

6.4.1.1 SRNI overview

The SRNI is a short indicative assessment taking approximately 15 minutes and provides a statement as to whether further assessment is or is not required. The SRNI does not provide a detailed report or analysis. It only provides an indication of whether the individual is at ACSF Exit Level 2 and if they are not will state 'further assessment is required'. It is a static assessment tool and as such there is little value in an individual undertaking a SRNI more than once in a three-month period. Refer to section [6.4.3 Re-sitting CSPA assessments](#) for more information on re-sitting the SRNI.

6.4.1.2 When is the SRNI used?

The SRNI is used to assess individuals seeking access to a Certificate II or III vocational qualification to ascertain if they are at ACSF Exit Level 2 in reading and numeracy as a minimum requirement by the Department. Where the Certificate II or III qualification training package requires a higher ACSF Exit Level in reading and/or numeracy than set by the Department, this takes precedence and the training provider is advised to use the LaNCA not the SRNI.

6.4.1.3 How to use the results of the SRNI

If no further assessment is indicated, the individual can proceed in the UAN process. Where further assessment is indicated in reading and/or numeracy, the individual is required to undertake the LaNCA to enable this finding to be confirmed and to establish the ACSF Working Level and ACSF Exit Level for the skill area(s) being assessed for further consideration. 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 needed as part of the UAN process with the individual directly. It is not appropriate to email or hand the individual the SRNI 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. Refer to section [6.4.4 CSPA assessment conditions](#) for more information.

6.4.2 Literacy and Numeracy Comprehensive Assessment

6.4.2.1 LaNCA overview

The LaNCA is a term the Department uses to **collectively describe** the in-depth and individual assessment of reading, writing and numeracy. Training providers should note that unlike SRNI, the

term LaNCA does not appear on the CSPA platform. LaNCA is a Departmental reference for the three stand-alone assessments in reading, writing and numeracy which assists the Department to communicate about and differentiate the two types of assessments the CSPA is capable of.

The LaNCA is a comprehensive assessment taking approximately 30 minutes each for reading, numeracy, and writing. Unlike the SRNI, the LaNCA is computer adaptive and each response will prompt following questions based on the capabilities the individual is demonstrating, making it a unique assessment. The LaNCA also provides a detailed report that analyses the outcome for each question and assigns an ACSF Working Level, ACSF Exit Level and a scale score.

Under VETRO requirements, training providers must provide the school with a copy of the LaNCA report if the results for a school student required interpretation. This assists the school to understand:

- minor gaps that will need to be supported by the school or RTO during training or,
- significant gaps that have resulted in a 'not suitable' finding and the foundation skills development needed to be developed through the school before the school student can re-apply
- the context for the waiting period determined by the training provider for re-application to ensure significant gaps have a reasonable time for development through school curriculum

Training providers must ensure the LaNCA Report, and not the CSPA Interpretation Report, is provided to the school of enrolment along with the LaNCA Report Fact Sheet for Schools. For information on the CSPA Interpretation Report refer to section 7, [What do training providers need to know about the CSPA Interpretation Report?](#)

6.4.2.2 When is the LaNCA used?

The LaNCA is used for the following purposes:

- To assess non-school students seeking access to foundation skills qualifications to create a profile of capability and to identify which skill areas are below ACSF Exit level 2. At least one skill area must be below Exit Level 2 to warrant access to a foundation skills qualification. Refer to sections [7.4.1 Access to Foundation Skill Qualifications](#) and [8.3.3 Foundation skill qualifications](#) for more information.
- 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 as a minimum requirement by the Department. If the training package requires a higher ACSF Exit Level in any of the three skill areas, this takes precedence over the minimum set by the Department.
- To assess individuals who undertook the SRNI and further assessment was indicated in reading and/or numeracy. If reading requires further assessment the training provider has the option to also to assess writing against an ACSF Exit Level the training provider deems most appropriate to the needs of training and employment.

6.4.2.3 How to use the results of the LaNCA

Training providers are expected to discuss the results of the LaNCA and purpose of interpretation if needed as part of the UAN process with the individual directly. It is not appropriate to 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.

Refer to section [6.4.5 Are CSPA assessments portable?](#) for more information.

For more information on when to interpret the LaNCA results see section [7.4 When is a CSPA Interpretation Report required?](#)

6.4.3 Re-sitting CSPA assessments

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

- Individuals seeking access to a Certificate II or III qualification who complete an SRNI and are found to require further assessment should not re-sit the SRNI but proceed to the LaNCA
- Non-school students who require further assessment but decline to undertake the LaNCA and exit the UAN process may re-sit the SRNI with the same training provider after three (3) months have lapsed
- For school students, training providers have discretion to determine what waiting period is required to re-sit the LaNCA based on the degree of gaps in the skill area(s) and what is a reasonable timeframe to bring the student up to the minimum ACSF levels required
- School students re-applying following foundation skills development by the school of enrolment must undertake the LaNCA
- For non-school students, the interpretation of a LaNCA is valid for 3 months, and for school students 12 months, from date of issue with the training provider who originally conducted the LaNCA assessment, and can be re-interpreted within that time frame if the individual seeks access to a different qualification
- The results for individuals who met the required ACSF Exit Level through either the SRNI or LaNCA, but did not commence in the qualification are valid for 12 months from the date of assessment for use in a UAN process for the same qualification or alternative qualifications at the same level by the training provider who originally conducted the assessment

6.4.4 CPSA assessment conditions

6.4.4.1 Mobile phone policy

Individuals are not permitted to have a mobile phone on their person when undertaking any of the CSPA assessments which included the SRNI and the LaNCA. 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.

Training providers should contact the Department at DIS.Skills@sa.gov.au where there is a genuine reason for a mobile phone to be on an individual's person to get approval for those particular circumstances.

Training providers are advised to refer to section [6.4.4.3 Responding to plagiarism](#) if an individual is observed in an assessment session with a mobile phone on their person.

6.4.4.2 Supervision of CPSA assessments

It is the responsibility of training providers to ensure that individuals undertaking either the SRNI or LaNCA do so under the full supervision of the training providers staff or agent. Training providers must not use school staff as their agent to supervise CPSA assessments, however school staff can supervise the school students, while the training provider supervises the assessment session to ensure it meets the Department's stated requirements. Virtual supervision by the training provider

is permissible if it meets the Department's stated requirements.

The [CSPA Fact Sheet](#) includes guidance on appropriate levels of support during an assessment session. It is not permissible for training providers to email the SRNI or LaNCA to individuals to complete on their own. The assessment session supervisor must maintain visibility of the screens of the individuals undertaking the assessment to ensure they do not have any other websites or web pages open in addition to the SRNI or LaNCA. Training providers are advised to refer to section [6.4.4.3 Responding to plagiarism](#) if an individual is observed in an assessment session with other websites or web pages open in addition to the SRNI or LaNCA.

Training providers may conduct live online assessment sessions for individuals with genuine barriers to attend in person, however they must always maintain visibility of the individual and have methods of ensuring that other web sites or web pages are not open during the online assessment. For advice and assistance on conducting live online assessment sessions contact a UAN Mentor, refer the [LSS Fact Sheet](#) for UAN Mentor contact details.

Where it is not physically possible for the training providers staff to supervise the SRNI or LaNCA an agent of the training provider may provide do so regardless of whether face to face or virtual, and the following conditions will apply:

- the training provider will be held accountable for the supervision standard provided by the agent
- school students cannot be supervised by school staff as agents of the training provider
- 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 may not co-opt third parties into supervising the SRNI or LaNCA based on avoiding the responsibility. It is not appropriate to request others who are providing services to or employing an individual to take on the responsibility of supervision unless there is a genuine barrier. For example, where an individual is living outside a reasonable travel distance to the training provider making attendance a significant burden, such as a remote apprentice or individual in a regional area who will study completely on-line.

6.4.4.3 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 training provider has to determine who they will or will not accept into the subsidised course they deliver.

Based on the circumstances the training provider will have the right to determine if, where plagiarism is suspected or proven, they will permit the individual to undertake the CSPA assessment again. The Department policy in relation to re-sitting a CSPA assessment where there is suspected or proved plagiarism is:

- the individual must be supervised one-to-one and under face-to-face conditions only
- the training provider will determine what will be re-assessed based on the circumstances and that may include any combination of reading, numeracy, and writing

- 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 also provided to the L&N specialist for comparison to assist in determining the new written pieces reflect the individual actual capabilities
- as the LaNCA is a computer adaptive assessment tool for reading and numeracy, the questions will differ from the first assessment and on that basis, interpretation is only required where the individual re-assessment outcome was found to be below the minimum required ACSF Exit level.

6.4.5 Are CSPA assessments portable?

In recognition that a training provider cannot verify the SRNI or LaNCA conditions of another training provider or the identity of the individual who undertook a SRNI or LaNCA with another training provider, the SRNI and LaNCA reports are not portable between training providers.

The only exceptions to this are where students 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 (not applicable to school students) 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 must provide the receiving training provider with a copy of all UAN process records, including the literacy and numeracy assessment reports and any CSPA Interpretation Report. The receiving Training Provider must review the records to determine if they are satisfied with the findings and can meet any identified needs prior to establishing a training account for the transitioning student.

If the receiving training provider is not satisfied the UAN process used and resultant documentation would meet their obligations as an ASQA Registered Training Organisation or UAN compliance, they can request the student undertake all or part of the UAN process.

If the receiving Training Provider is unable to provide or facilitate the provision of support for identified needs that pose a risk to the student's retention and completion, they should not establish a training account and are required to advise the Department at DIS.SkillsContracts@sa.gov.au immediately who will assist with finding a suitable resolution.

6.4.6 CSPA Helpdesk contact details

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

7. What do training providers need to know about the CSPA Interpretation Report?

7.1 What is a CSPA Interpretation Report?

The [CSPA Interpretation Report](#) is an on-line 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.

7.2 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 is 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 agreement to undertake before a training account is established. Refer to sections [4.2.1 Foundation skills bridging units](#) and [4.2.2 Foundation skills qualification](#) for more specific information.

7.3 Interpreting a LaNCA result

7.3.1 Who can interpret a LaNCA result?

Training provider staff do not require any specialized qualifications or experience to read the ACSF Exit Levels on the LaNCA. Note the ACSF Exit Levels are used differently for foundation skills qualifications versus vocational qualifications. Please read sections [7.4.1 Access to Foundation Skill Qualifications](#) and [7.4.2 Access to Vocational Qualifications](#) carefully to ensure the difference is understood. Once it has been ascertained that the ACSF Exit Levels are not what is required by the department, then 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 equivalent two years' experience in training and assessing in an adult education environment. For assistance in determining if a qualification meets the minimum required please contact Juliana.fitzpatrick@sa.gov.au

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

7.3.2 Expectations for LaNCA interpretation process

The foundation skills specialist will review the LaNCA to clearly identify the individual's capabilities and 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 it is expected that 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 the 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). Refer to section [7.5 Payment for valid CSPA Interpretation Reports](#) for more information.

7.4 When is a CSPA Interpretation Report required?

7.4.1 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.

7.4.2 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, refer [7.3 Interpreting a LaNCA result](#) 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 individual's 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.

For school students the training provider may opt to provide support for minor foundation skill gaps

during training or may accept the student on the basis that the school of enrolment provides support for minor foundation skills gaps. Where the gaps are more than minor the training provider must find the school student 'not suitable' for access to subsidised vocational qualification at that time.

For non-school students, where training providers are unable to support or unwilling to 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 email DIS.Skills@sa.gov.au for assistance with their next steps.

7.5 Payment for valid CSPA Interpretation Reports

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)

Refer to [7.4 When is a CSPA Interpretation Report required?](#), for clarification on when a Report is warranted and to [How to Complete a CSPA Interpretation Report Fact Sheet](#) for information on how to complete the Report.

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.

7.5.1 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 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 organization who completed the task on their behalf.

8. What do training providers need to know about the provision of foundation skills?

8.1 When foundation skill bridging units are required

For non-school students, where a CSPA Interpretation Report identifies that an individual seeking access to a vocational qualification requires foundation skills bridging units, this is a condition of access to a subsidised place in the course and 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 delivered concurrently alongside the vocational qualification or some variation of all three.

School students are not eligible for foundation skills bridging units. Refer to the [VET for School Students Guidelines for Training Providers](#).

8.2 Provision of foundation skills bridging units

8.2.1 The training provider has the FSK training package on their ASQA scope

For non-school students, where a training provider has the FSK training package on their ASQA scope 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.

School students are not eligible for foundation skills bridging units. Refer to the [VET for School Students Guidelines for Training Providers](#).

8.2.2 The training provider does not have the FSK training package on scope

Where a training provider does not have the FSK training package on their scope and foundation skills bridging units are identified for a non-school student, the training provider can facilitate access through another training provider who does have the FSK training package on their ASQA scope and a Funded Activities Agreement in place with the Department.

School students are not eligible for foundation skills bridging units. Refer to the [VET for School Students Guidelines for Training Providers](#).

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 non-school students under the

following conditions:

- They receive a full copy of the CSPA Interpretation Report, and this is retained on the students file as evidence of need
- The FSK qualification training account is established prior to the enrolling training provider establishing the vocational qualification training account
- Only the maximum five foundation skills bridging units identified by the CSPA Interpretation Report are provided
- The training account is closed once all the foundation skills bridging units are resulted

8.3 More than five foundation skill bridging units are required

8.3.1 Vocational qualifications

Non-school students 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 refer to the Department's Infoline on 1800 673 097 or email to DIS.Skills@sa.gov.au for assistance.

School students are not eligible for foundation skills bridging units. Refer to the [VET for School Students Guidelines for Training Providers](#).

8.3.2 Training contract arrangements

8.3.2.1 Non-school students

Non-school students 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.

Training providers retain the right to determine if they will accept a school student under training contract arrangement who has been identified as having significant gaps in their literacy and numeracy, given they are not eligible to access the Department's funded foundation skills bridging units or foundation skills qualifications.

8.3.2.2 School based apprenticeships and trainees

In South Australia it is a requirement that the school of enrolment complete the 1285 School Endorsement of an Australian School- Based Apprenticeship, to confirm the school endorses the School Based Apprenticeship or Traineeship (SBAT) as part of the student's education plan. It is in the best interests of the school student that the school refer the student to the training provider for VETRO before they have signed the 1285. This will ensure any significant gaps in literacy and numeracy are identified early and can be addressed by the school, that may otherwise risk both VET and SACE outcomes for the student from a poor training outcome.

8.3.3 Foundation skill qualifications

School students are not eligible for foundation skills qualifications. Refer to the [VET for School Students Guidelines for Training Providers](#).

Training providers assessing students for access to a foundation skills qualification must use the LaNCA and not the SRNI to assess the individual's literacy, numeracy and writing skill levels.

To be eligible for access to 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. Refer to section [6.4.5 Are CSPA assessments portable?](#) for more information.

8.3.4 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. School students are not eligible for subsidised English language training. Refer to [6.3 The CSPA and individuals who have low English language capabilities](#) for more options and next steps for how to respond to individuals who require an English language assessment.

8.3.5 Jobseekers with literacy and numeracy gaps

Jobseekers under mutual obligation with an Employment Service Provider are entitled to access foundation skills bridging units if identified as requiring these through the UAN process regardless of whether they are eligible for the SEE Program.

Only jobseekers not eligible for the SEE Program are entitled to access a foundation skills qualification if identified as requiring one through the UAN process.

8.4 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,
- are enrolled in and undertaking the skill set from the Training and Education Training

Package: TAESS00009 Address Foundation Skills in Vocational Practice and is 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.

8.5 Who can deliver FSK training package qualifications?

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

- a language, literacy and/or numeracy practitioner qualification at the Certificate IV or higher level
- TAE40110 Certificate IV in Training and Assessment
- at least 2 years' experience in teaching and assessing language, literacy and/or numeracy in the vocational education and training sector.

For assistance in determining if a qualification meets the minimum required please contact Juliana.fitzpatrick@sa.gov.au.

9. How is the UAN process modified for skill sets or clusters of units of competency?

9.1 What is the modification?

School students are not eligible to access skill sets and clusters of units of competency. Refer to the [VET for School Students Guidelines for Training Providers](#).

However, for non-school students, all elements of the UAN process apply to nationally recognised skill sets and clusters of units of competency subsidised by the Department, however, the literacy and numeracy assessment element is modified.

Skill sets and clusters delivered in isolation of a qualification are undertaken in very short time frames that do not lend themselves to supporting the development of foundation skills concurrently. Therefore, the aim of the literacy and numeracy assessment in this circumstance is to ensure that the individual is at ACSF Exit Level 2 in reading and numeracy, as a minimum, and this only requires the use of the SRNI. Training providers are not required to use the LaNCA, in these circumstances, regardless of the SRNI outcome.

9.2 Options if the individual is not at ACSF Exit Level 2

Where an individual undertakes the SRNI and further assessment is required training providers have two options. They can decline to accept the individual and refer them to the Department Infoline at 1800 673 097 or email to DIS.Skills@sa.gov.au or another training provider who is subsidised to deliver foundation skills for assistance. Alternatively, the training provider can make their own determination as to whether to admit the individual based on the following:

- prior educational attainment including any prerequisite qualifications
- evidence developed through the selection process in terms of reading comprehension from written information provided, completing documents or forms and responses to other industry focused assessment tools that training providers may use as part of their normal processes

9.3 Recording the outcome

If the training provider deems the individual suitable despite the SRNI finding of further assessment required, they must record the basis for this decision in the Learning and Support Report.

Additionally, the individual should be provided with information on how to access foundation skills training subsidised by the Department.

10. What do Training Providers need to know about supporting students?

A requirement of the UAN process is that all non-government training providers must have a service agreement with a Department funded Learner Support Services (LSS) Provider if they are not a LSS provider themselves. This agreement is to provide highly flexible and responsive service, designed to intervene where the needs of the individual go beyond what ASQA define as reasonable expectations of a training provider.

Supports can be provided through LSS for any issue that may impact on a students' 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)

Refer to [LSS Fact Sheet](#) for more information and contact details of LSS providers.

A requirement of the UAN process is that TAFE SA have available highly flexible and responsive services through TAFE SA Student Services that provide individual personal and learning supports.

Both in non-government training providers and TAFE SA, these services are in addition to the supports reasonably expected under ASQA Standards to plan supports for learner to provide a successful learning experience and/or while in training, to achieve a successful training outcome.

All individuals including, school students, are entitled to be referred to for assessment of support needs through LSS and TAFE SA Student Services.

11. What do Training Providers need to know about vocational bridging units?

School students are not eligible for vocational bridging units. [Refer to the VET for School Students Guidelines for Training Providers.](#)

Non-school students 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 element of the UAN, refer to section 5, [What documents or tools does the training provider need to use for the UAN process?](#) This includes documenting in the student 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.

11.1 What about digital literacy skills?

School students are not eligible for vocational bridging units. Refer to the [VET for School Students Guidelines for Training Providers.](#)

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. This should be documented as outlined in section 11 [What do Training Providers need to know about vocational bridging units?](#), to support access to digital skill development as vocational bridging units.

12. Differences between VETRO for school students and the UAN – quick reference guide

- The date that VETRO is effective for school students
 - Refer to [How to use these guidelines](#)
- Eligibility and entitlement for school students is different than that of adults
 - Refer to [VET for School Students Guidelines for Training Providers](#) effective 1 July 2021 for students commencing in subsidised course from 1 January 2022
 - Refer to [Process Map for Establishing Eligibility, Entitlement and Conducting VETRO](#)
 - Refer to the [VET for School Student Approved Evidence for Completion of a Relevant VET Pathway Guide](#)
- School students must be referred to the training provider by the school using the online referral form
 - Refer to section, [3.1.2 School students](#)
 - Refer to section, [3.1.3 All subsidised training places](#)
 - Refer to section [3.2 Who needs to undertake the UAN?](#)
 - Refer to section [3.3 Can the UAN be completed after a training contract is established?](#)
 - Refer to item 2, [School Student VET Referral form](#) and 6, [On-line Learning and Support Report](#) of section 5, [What documents or tools does the training provider need to use for the UAN process?](#)
- [School Students VET Referral form](#)
- [Instructional Guide on the School Student VET Referral online form](#)
- Conditions of access for school students are different to adults
 - Refer to [4.2.1.1 Foundation skills supports and school students](#)
 - Refer to [4.2.2 Foundation skills qualification](#)
 - Refer to [4.2.3 Other learning and personal supports](#)
 - Refer to [How is the UAN process modified for skill sets or clusters of units of competency?](#)
 - Refer to section 10, [What do Training Providers need to know about supporting students?](#)
 - Refer to section 11, [What do Training Providers need to know about vocational bridging units?](#)
 - Refer [11.1 What about digital literacy skills?](#)
- Accessing Department subsidised English language assessment and training is different to adults
 - Refer to [6.3.5 School students needing English language training](#)
- Literacy and Numeracy Comprehensive Assessments have different requirements for sharing information with the school for school students
 - Refer to [6.4.2.1 LaNCA overview](#)
- Re-sitting CSA Assessments have some different timeframes for school students
 - Refer to [6.4.3 Re-sitting CSPA assessments](#)
- CSPA assessments must be supervised by the training provider and school staff cannot act as the provider's agent
 - Refer to [6.4.4.2 Supervision of CSPA assessments](#)
- Portability of CSPA assessments has limitations for school students
 - Refer to [6.4.5 Are CSPA assessments portable?](#)
- Access to vocational qualifications following interpretation of a LaNCA has different conditions

for school students

- Refer to [7.4.2 Access to Vocational Qualifications](#)
- Training contract arrangements for school students have different risks that need to be considered by the training provider in accepting a referral for VETRO after signing up
 - Refer to [8.3.2.2 School based apprenticeships and trainees](#)