

UPFRONT ASSESSMENT OF NEED (UAN) PROCEDURE

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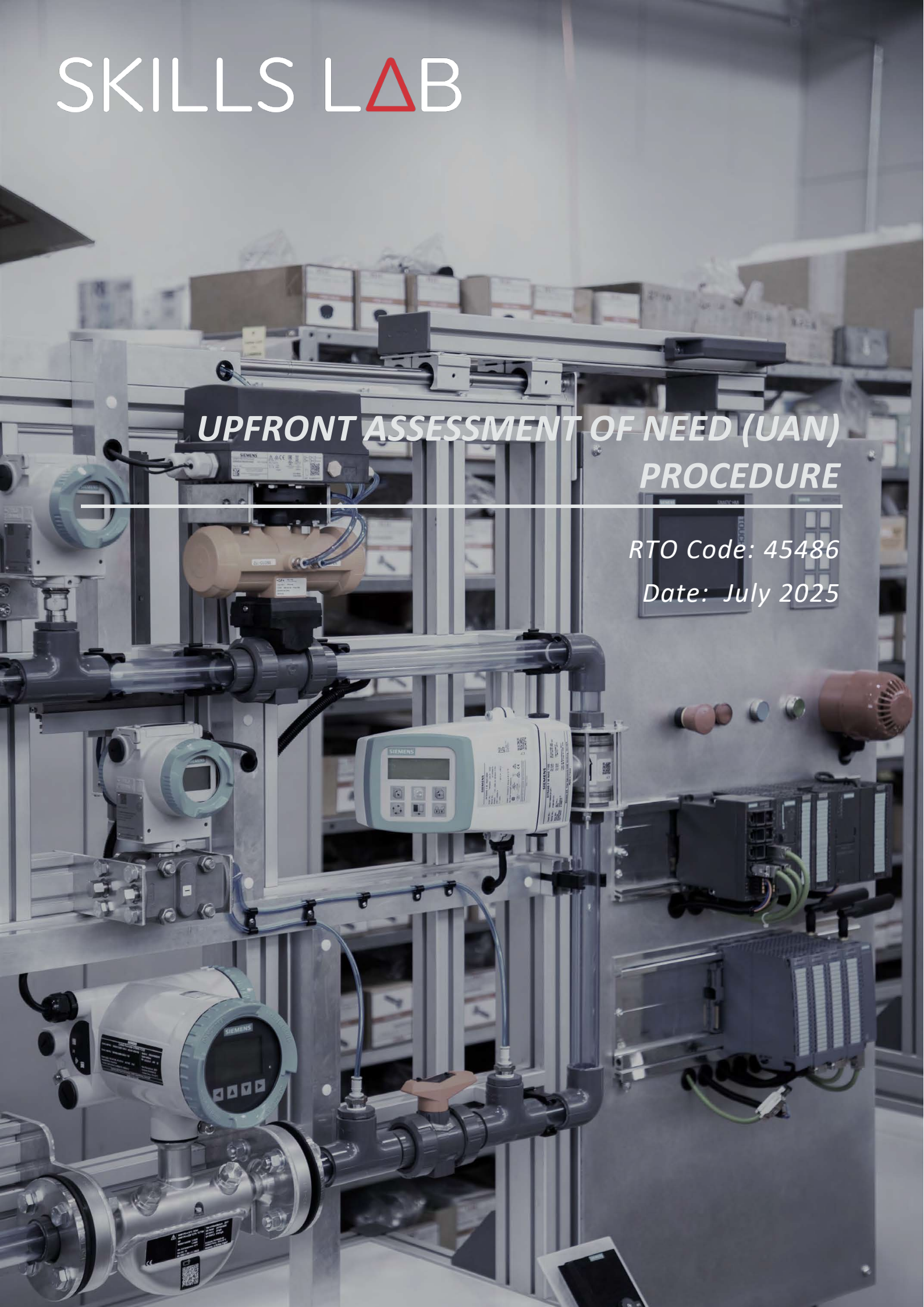


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Purpose and Application

The following procedure outlines the steps for Skills Lab Registered Training Organisation (RTO) to comply with the Upfront Assessment of Need (UAN) process as per Skills SA guidelines Version 4.0, effective 6 May 2024. This procedure ensures that Skills Lab staff adhere to all requirements for assessing learner suitability and support needs, using approved assessment tools, and maintaining compliance with Skills SA standards.

Complying with the Upfront Assessment of Need Process

Objective: Ensure all South Australian learners seeking access to subsidised qualifications, skill sets, and managed courses undergo the UAN process. The UAN process must be completed in its entirety prior to a training account being opened. The only exception to this is if the applicant is signed up to a contract of training.

Procedure:

1. Verify that the learner is eligible for subsidised training.
2. Schedule an initial assessment session with the learner.
3. Establish that the applicant can communicate in English.

Documents that Explain the Process

Objective: Ensure staff are familiar with all relevant documents to guide the UAN process.

Procedure:

1. Provide training on the following documents:
 - Skills SA UAN Guidelines (Version 4.0)
 - Literacy and Numeracy Assessment Tools (ACER SRNI and CSPA)
2. Maintain copies of these documents in SharePoint (accessible to all Skills Lab staff).

Assessing Suitability and Support Needs

Objective: Assess each learner's suitability and support needs across nine key areas.

Procedure:

1. Use the UAN suitability and support needs assessment guide to evaluate the following areas:
 - Ability to communicate in English in technical conversations
 - Ensure the applicant can commit to the training schedule during business hours
 - Prior educational attainment (ensure applicants for UEE qualifications have an electrical licence)
 - Learning difficulties
 - Employment status

- Career alignment
 - Personal circumstances
 - Support services explained to the applicant (refer to SYC / Interskills websites)
 - Language, literacy, and numeracy needs
2. Document the assessment, ensuring the notes section is used, using Skills SA's UAN Suitability and Support Needs Assessment Guide.
 3. If support needs are identified, an individual support plan will be put in place.

Learners with disability or other access barriers have the right to reasonable adjustments, which must be discussed, negotiated, and documented in the learner's support plan to ensure equitable access to training and assessment.

Evidence Required from the Assessment

Objective: Gather and document evidence to support the suitability and support needs assessment.

Procedure:

1. It is important that we keep evidence on file to show that we have followed the UAN process thoroughly. The UAN Suitability and Support Needs Assessment Guide must always be used to record findings.
2. Collect evidence through:
 - Structured interviews
 - Questionnaires
 - Self-assessment tools
 - Formal or informal discussions
3. Store evidence securely in the learner's file in Axcelerate for future reference.

Assessing Literacy and Numeracy

Objective: Evaluate each learner's literacy and numeracy capabilities using approved tools.

Procedure:

1. Skills Lab staff involved in administering ACER assessments are trained in using the ACER tools.
2. Skills Lab's Compliance Manager only uses the unique login provided by Skills SA for accessing the SRNI and CSPA tools.
3. Anyone holding a Certificate IV or higher, who is currently working in the industry they studied for, and is applying to enrol in an aligned qualification, is not required to sit the ACER LLN assessment.
4. If there is no alignment, the prior qualification must have been issued in the last 5 years.
5. Students who are not proficient in English should not undertake the SRNI/CSPA assessments. These learners must be referred to an appropriate provider of English Language training.
6. The ACER Snapshot Reading and Numeracy Indicator (SRNI) is issued in the first instance to all learners seeking to access funded training for full qualifications in South Australia, with the exception of those who . This assessment must be completed under the supervision of a Skills Lab staff member, either in the classroom or via Zoom. The learner must not access any resources other than a calculator during the assessment.

7. If the SRNI indicates further assessment is needed, the applicant will be required to undertake the ACER Reading and/or Numeracy assessments.
8. All applicants for MEM50822 Diploma of Applied Technologies must sit the ACER Numeracy assessment as well, and achieve exit level 4.
9. Review the learner's ACSF exit level. If it is below the exit level required according to Skills SA's Literacy and Numeracy Capabilities for Subsidised Courses, an interpretation report must be requested from Sam Kakoulis at Interskills: sam.kakoulis@interskills.edu.au .guild
10. If they do meet all the exit levels, complete the participant agreement and open the training account.

Students with English as a Second Language

Objective: Ensure learners who are not proficient in English as a language ARE NOT asked to sit either the SRNI or CSPA assessment tools.

Procedure:

Skills Lab will ensure learners who are not proficient in English as a language **ARE NOT** asked to sit either the SRNI or CSPA assessment tools.

Skills Lab will not administer the SRNI or CSPA assessment tools to learners who demonstrate any of the following characteristics:

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

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

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

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

Interpreting CSPA Assessment Results

Objective: Ensure accurate interpretation of CSPA results by qualified staff.

Procedure:

1. Only qualified literacy and numeracy trainers and assessors should interpret CSPA results. Interpretation reports must be requested via email from Sam Kakoulis at Interskills: sam.kakoulis@interskills.edu.au (form available from Sam).
2. Return the completed request form to Interskills accompanied by all of the learner's ACER assessments, as well as the additional findings from the Suitability and Support Needs assessment.
3. Sam will return his recommendation. These recommendations must be followed, which could include a full foundation skills course, bridging units, an LLN mentor, or internal support to be provided by Skills Lab.
4. Discuss the findings with the learner and the recommendations for support. If recommended, the learner must enrol in Foundation Skills bridging units with SYC: foundationskills@syc.net.au. SYC will provide the enrolment link to the student.
5. Ensure the learner understands that the bridging unit recommendations are mandatory and they will be unable to access funded training without completing the recommended units. Point this out on the participant agreement by highlighting this clause.
6. If bridging units are recommended, they can do these concurrently with their chosen qualification. Skills Lab will liaise with the FSK unit provider to ensure progress is being made.
7. If it is a requirement that they complete a full foundation skills course, they cannot commence their training until this is complete, and Skills Lab must not open a training account until proof of completion has been provided.

Compliance

Objective: Ensure ongoing compliance with Skills SA UAN guidelines.

Procedure:

1. Regularly review internal processes to ensure alignment with UAN guidelines.
2. Conduct periodic audits of learner files to verify the completion of the UAN process.
3. Address any instances of non-compliance promptly and report to Skills SA as required.

By following these detailed procedures, the Skills Lab team can ensure compliance with the Upfront Assessment of Need process, providing learners with the necessary support and maintaining the integrity of the assessment process.

Skills Lab retains full responsibility for the outcomes of the UAN process, including support services referred to external partners, and will monitor third-party compliance as part of its quality system.

Learners who wish to appeal the outcome of their Upfront Assessment of Need, including recommended support or suitability decisions, may lodge an appeal through the Skills Lab Complaints and Appeals Policy.

Skills Lab will review data collected through UAN processes, including learner outcomes, and support needs, to inform continuous improvement of its learner engagement strategies.

Contact Details

The contact details for Skills Lab's Compliance Manager are:

Email: georgie.hoberg@skillslab.edu.au

Postal: F22/ 6 MAB Eastern Promenade, 1284 South Road, Tonsley 5042

Applicable Standards

This procedure is aligned with the Outcome Standards for Registered Training Organisations 2025, Standards 1.1 and 2.3–2.6, and the Compliance Requirements 2025 (Sections 12–13 on learner support and equitable access).