



Australian Institute of
Technology Transfer



AITT Company Procedure

Up Front Assessment of Need (UAN) v1.1

AITT RTO [50834](#)

May 2026

Table of Contents

1. Upfront Assessment of Need Procedure.....	3
Effective Date: May 2026.....	3
Next Review: May 2027.....	3
Version: 1.1.....	3
Applies to: All students enrolled in Skills SA-subsidised training programs.....	3
a) Purpose.....	3
b) Scope.....	3
c) Roles and Responsibilities.....	3
d) Procedure Step 1: Initial Student Contact and Eligibility Screening.....	4

1. Upfront Assessment of Need Procedure

Effective Date: May 2026

Next Review: May 2027

Version: 1.1

Applies to: All students enrolled in Skills SA-subsidised training programs

a) Purpose

This procedure outlines how AITT complies with Skills SA's Upfront Assessment of Need (UAN) requirements and ensures that each student's suitability, support needs and literacy and numeracy capabilities are assessed before access to subsidised training. The procedure supports early identification of barriers, implementation of required supports, and compliance with Skills SA funding and support obligations.

b) Scope

This procedure applies to all South Australian government subsidised qualifications, skill sets, projects and training contract arrangements delivered by AITT.

c) Roles and Responsibilities

The following roles and responsibilities apply to AITT's UAN procedure

Role	Responsibility
AITT Administration	Initiate ACER assessment access where applicable, collect enrolment evidence, record support actions, maintain student records
Senior Trainers and Assessors	Conduct suitability and support assessments, document findings, identify supports and monitor implementation
UAN Mentor/CSPA Interpreter	Interpret CSPA outcomes and recommend literacy and numeracy supports
Student Support Officer	Coordinate referrals and monitor ongoing support participation
Compliance Officer	Monitor compliance with Skills SA UAN requirements and maintain documentation
CEO/Directors	Ensure adequate resources and oversight of implementation

d) Procedure

Step 1: Initial Student Contact and Eligibility Screening

AITT will:

- Confirm eligibility for Skills SA subsidised funding
- Collect demographic and enrolment information including:
 - o age
 - o prior education
 - o employment status
 - o location
 - o cultural background
 - o disclosed disability or health considerations
 - o language background
 - o digital access requirements
- Inform students that UAN is intended to identify supports and is not a pass/fail process

Step 2: Suitability and Support Needs Assessment

Senior Trainers and Assessors will conduct and document an assessment covering all seven mandatory Skills SA suitability and support areas:

1. Ability to communicate effectively in English
2. Ability to meet inherent course requirements including:
 - prerequisites
 - performance requirements
 - digital literacy expectations
3. Alignment of career goals and aspirations with course choice
4. Understanding of:
 - employment pathways
 - employer expectations
 - working conditions
5. Understanding and ability to meet industry, regulatory and legislative requirements
6. Aptitude for learning including:
 - study skills
 - communication skills
 - self-management
 - concentration
 - engagement
7. Understanding of:
 - course expectations
 - delivery methods
 - attendance
 - work placement
 - course costs
 - RPL
 - technology requirements

For each area, AITT staff must document:

- questions asked
- student responses
- findings
- support needs identified

- actions or referrals required

Tick-box responses alone are not considered sufficient evidence.

Step 3: English Language Capability Screening

Prior to administering any ACER assessment, staff must assess whether the student demonstrates indicators of low English language capability.

Indicators may include:

- inability to complete basic forms in English
- inability to answer questions beyond yes/no responses
- inability to follow discussions in English
- very limited English vocabulary
- low first-language literacy

Students identified with these indicators must not undertake ACER literacy and numeracy assessments.

Students may instead be referred to:

- Adult Migrant English Program (AMEP)
- Skills for Education and Employment (SEE)
- TAFE SA English Language Program

Students may reapply following completion of language support.

Step 4: Literacy and Numeracy Assessment

Where required:

- Students undertake ACER SRNI assessment under supervision
- Skill set exemptions and approved exemptions will apply in accordance with Skills SA requirements

If SRNI identifies further assessment requirements:

- Student completes CSPA assessment

If CSPA identifies performance below required ACSF levels:

- CSPA interpretation must be undertaken by an approved interpreter

Outcome	Action
Student demonstrates indicators of low English language capability	Do not administer ACER assessment. Refer student to an approved English language assessment/training provider (e.g. TAFE SA English Language Program, SEE, AMEP). Student may reapply following support completion.
Suitability assessment outcome = Suitable	Proceed to literacy and numeracy assessment process
Suitability assessment outcome = Suitable with Support	Document required supports and conditions of access and proceed to literacy and numeracy assessment process
Suitability assessment outcome = Not Suitable	Refer student to Skills SA Infoline or a more suitable training pathway. Do not proceed with enrolment
SRNI = No Further Assessment Required	Proceed with enrolment process, subject to support requirements being addressed
SRNI = Further Assessment Required	Student must undertake CSPA assessment

CSPA = Meets required ACSF exit levels	Proceed with enrolment process, subject to support requirements being addressed
CSPA = Below required ACSF exit level	Arrange CSPA interpretation by an approved interpreter
CSPA interpretation identifies prescribed support requirements	Facilitate access to required foundation skills support and communicate these as a condition of access
Student agrees to prescribed supports	Training account may be established and ongoing monitoring implemented
Student refuses prescribed supports	Training account must not be created and student advised they are not eligible to proceed under subsidy requirements
Student refuses CSPA following SRNI "Further Assessment Required" outcome	Student must wait three months before reattempting SRNI unless otherwise approved by Skills SA

Step 5: Determine Supports and Conditions of Access

Support recommendations may include:

- in-house support
- foundation skills bridging units
- vocational bridging units
- Success and Wellbeing Services referral
- tailored learning plans
- disability access plans
- external support services

Where prescribed supports are identified as a condition of access:

- students must be informed during:
 - UAN process
 - participant agreement completion
 - enrolment process

If a student refuse required support: a training account must not be established

Step 6: Create Training Account

Training accounts may only be established once:

- UAN assessments are completed
- support arrangements are documented
- required conditions of access are agreed

Exceptions for apprentices and trainees:

- metropolitan students — within 6 weeks
- non-metropolitan students — within 12 weeks

Step 7: Ongoing Monitoring and Review

AITT will:

- monitor student participation and support engagement
- review support effectiveness
- monitor completion of prescribed foundation skills
- review progress through Canvas and aXcelerate
- document adjustments and interventions

Step 8: UAN Modifications and Record Management

Any required UAN modification:

- must be approved by Skills SA in writing before implementation
- approval documentation must be retained

All UAN records including:

- suitability assessment evidence
- SRNI results
- CSPA results
- interpretation reports
- support records
- referrals

must be maintained within AITT systems.

Related Documents and References

External References

- Skills SA Upfront Assessment of Need (UAN) Guidelines – Version 5 (October 2025)
- Skills SA Suitability and Support Needs Assessment Guide
- Skills SA Literacy and Numeracy Capabilities for Subsidised Courses
- Skills SA Participant Agreement Form
- ACER SRNI (Snapshot Reading and Numeracy Indicator) Assessment Resources
- ACER CSPA (Core Skills Profile for Adults) Assessment Resources
- Skills SA Foundation Skills Bridging Units Service Fact Sheet
- Skills SA Foundation Skills Tutor Service Fact Sheet and Consent Form
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Outcome Standards – Standards for NVR Registered Training Organisations 2025

AITT Internal Documents

- AITT Understanding and Supporting South Australian Students Procedure
- AITT Developing and Delivering Individual Supports Procedure
- AITT Disability Access Procedure
- AITT Student Support and Wellbeing Procedure (*if applicable*)
- AITT Student Handbook
- AITT Participant Enrolment Form
- AITT Tailored Learning Plan Template
- AITT UAN Assessment and Evidence Record Template (*recommended addition*)
- AITT Professional Development Procedure

Document Approval

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Approved By	CEO – Australian Institute of Technology Transfer (AITT)
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