

STUDENT/LEARNER SUPPORT POLICY AND PROCEDURE

Revision 1.1 Nov 2017

PRINCIPLE

MiTraining management and staff are committed to providing enrolling and enrolled students/trainees or clients with Language Literacy and Numeracy (LL&N) Needs, learning differences, or personal issues with advice and support intervention options to assist with a student's ongoing learning and progress through MiTraining's courseware.

SCOPE

All enrolling and enrolled students/trainees or clients and supporting staff of MiTraining.

POLICY STATEMENT

All students/trainees or clients particularly commencing students/trainees or clients, are encouraged to discuss any individual needs with MiTraining. At enrolment students/trainees or clients are asked to provide details of factors that may impact on the training progress and raise these issues with the organisation and trainers as soon as possible.

Entry requirements and levels including English Language are regularly monitored, benchmarked and adjusted where necessary to ensure any students/trainees or clients enrolling in MiTraining programs have the academic and English language proficiency which should provide them a suitable chance to successfully complete their course/program.

STUDENT/LEARNER SUPPORT PROCEDURES

At enrolment

- a) Students identifying Student/Learner Support needs during the enrolment process will be advised by MiTraining staff of the support measures available at MiTraining and through referral to support agencies where appropriate. (Please refer to the support agencies list);
- b) MiTraining enrolment staff will request that a student with learner support needs undertake a suitable LL&N test. Results from the test will be assessed and the course being enrolled in reviewed for appropriateness;
- c) MiTraining management must be advised of all LL&N test results that identify significant Student/Learner Support needs of enrolling students;
- d) Students identified as having significant Student/Learner Support needs will be referred to support agencies and may be enrolled with MiTraining with a reduced study load.

Post enrolment

- a) Following enrolment all MiTraining training staff will be available by appointment (face-to-face, by email, electronically such as Skype) to provide Student/Learner Support to enrolled students, trainees or client;

- b) Students identified by MiTraining staff as requiring Learner Support will be provided with written details of support activities ;
- c) Learner Support provided by MiTraining staff may include specific interventions identifying Australian Core Skills Framework (ACSF) training needs for learners at varying performance levels. (please refer to the following ACSF Matrix).

Pre assessment

- a) All MiTraining Training staff shall review the specific support requirements of all students with learner support needs of students prior to each assessment event;
- b) Where reasonable adjustment is determined as necessary for a student/trainee or client with learner support needs, a learner support report must be provided to the RTO Training Manager detailing the reasonable adjustment being planned prior to the assessment event;
- c) The RTO Training Manager must approve each assessment that contains planning of reasonable adjustment;
- d) Reasonable adjustment applied to any assessment must be recorded and maintained on a student's enrolment records.

Ongoing Learning Support

Learning support needs of the students can arise from issues associated with:

- a) English language proficiency;
- b) Literacy and numeracy;
- c) Learning and study techniques;
- d) Time management;
- e) Organisational skills;
- f) IT skills ;
- g) Requirements of the course.

Learner needs may be identified through the following areas:

- a) Poor attendance or poor assessment outcomes;
- b) Initial discussion during pre-training assessment or orientation;
- c) Self-referral by the student/trainee or client;
- d) Identification by trainer/assessor that the student/trainee or client is experiencing difficulty;
- e) After evaluation of unit of competency student/trainee or client feedback;
- f) Interviews with students/trainees or clients;
- g) Intervention strategy agreed between the student/trainee or client.

Learning Support Identification

A student/trainee or client may be identified as requiring additional learning support if they are not progressing satisfactory in their training program, are potentially at risk of non-completion of training and assessment or where their emotional or medical welfare is reasonably considered to require some form of intervention by MiTraining.

A student/trainee or client may require more support for the training due to a number of factors including or not limited to:

- a) Medical illness, injury, health or psychological condition or disability;
- b) A significant life stressor;

- c) English language proficiency;
- d) Family or carer responsibilities;
- e) Unachieved competency in units after several attempts;
- f) Failure to complete assessment elements;
- g) Unsatisfactory progression in allocated time frame;
- h) Minimal participation in online learning activities.

Personal Support Identification

MiTraining will seek to identify students/trainee or clients requiring additional personal support, if appropriate, ensuring that early intervention is provided in a timely and equitable manner and make referrals where necessary. However, staff should be aware of their own personal and professional limitations in relation to personal issue support.

Student/Learner Support Review

MiTraining Management will monitor its ongoing Student/Learner Support measures within its Continuous Improvement Systems and within each Internal Audit conducted. Monitoring will include post course survey of students receiving Learner Support assistance at MiTraining.

Nationally Based Support Agencies

AUSPELD supporting people with learning disabilities

www.auspeld.mediacloud.com.au

AUSPELD, The Australian Federation of SPELD Associations, responds to the needs of children and adults with Specific Learning Difficulties/Disabilities, such as the learning disability dyslexia, and those who care for, teach, and work with them, through the dissemination of information, advocacy, research, and support.

Learning Difficulties Australia

www.lidaustralia.org

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research, both in the classroom and through individualised instruction.

ALNARC - Adult Literacy and Numeracy Australian Research Consortium

www.staff.vu.edu.au/alnarc

This site contains key information about Australian adult literacy activity and links to a range of additional programme, professional development, resource, and research sites.

NCVER Adult Literacy Resource, National Centre for Vocational Education Research Ltd

ncver@ncver.edu.au | www.adultliteracyresource.edu.au

The information in this resource is based on research funded through the Adult Literacy Research Program (ALRP). The National Centre for Vocational Education Research (NCVER) managed this research program on behalf of the former Commonwealth Department of Education, Science and Training (now Department of Education, Employment and Workplace Relations (DEEWR)).

Australian Council for Adult Literacy

www.acal.edu.au

The Australian Council for Adult Literacy promotes adult literacy and numeracy policy and practice.

The council exists to:

- a) provide leadership in Australian debate on adult literacy and numeracy practices and policy;
- b) build understanding of adult literacy and numeracy issues;
- c) advocate on behalf of equitable adult literacy and numeracy provision for all Australians;
- d) build links between people, organisations and systems; the participants and stakeholders in the adult literacy and numeracy field;
- e) Work with other organisations on issues of mutual concern.

RECORDS MANAGEMENT

All documentation from Student/Learner Support processes are maintained in accordance with Records Management Policy. (See Records Management Policy)

MONITORING AND IMPROVEMENT

All support practices are monitored by the CEO of MiTraining and areas for improvement identified and acted upon. (See Continuous Improvement Policy)

CONTINUOUS IMPROVEMENT AND REVIEW OF POLICY

The Student/Learner Policy and accompanying procedures will be continuously implemented and assessed for areas of improvement and will be formally reviewed annually as part of the general continuous improvement process.

POLICY PUBLICATION

All policies and procedures that are applicable to prospective students/trainees and enrolled students/trainees and all relevant organisation staff/contractors are made available on request at all times, and form part of the induction and orientation for staff and students and are made available, via the website (where appropriate), student administration/management system and internal electronic systems.

NOTES

<i>Related Policies/Procedures:</i>	<i>Continuous Improvement Policy Management of RTO Policy</i>
<i>Related Documents/Forms:</i>	<i>Continuous Improvement Form Student/Client File Note Form Learner Questionnaire</i>
<i>Related Legislation:</i>	<i>N/A</i>
<i>Guidelines:</i>	<i>N/A</i>
<i>Approved By:</i>	<i>Chief Executive Officer</i>
<i>Date of Next Review:</i>	

ACSF Performance Variables Grid - Five Levels of Performance

LEVEL	SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending