

STUDENT SUPPORT POLICY

PURPOSE

Standards for Registered Training Organisations 2015

Clause 1.7

The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET [vocational education and training] accredited courses.

Table 1.8-1: Principles of assessment (Fairness)

- The individual learner's needs are considered in the assessment process.
- Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.
- The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Clause 5.1

Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies.

To maximise the chance of a learner successfully completing their training, Seed Skills is required to:

- identify any support individual learners need prior to their enrolment or commencement (whichever is the earliest) (clause 5.1)
- provide access to the required support throughout their training.
- make any reasonable adjustments to the assessment process to support learners

SCOPE

This policy applies to all current and prospective learners of Seed Skills. For all learners, LLN are key underpinning skills that will support their vocational learning, the development of their employability skills and their workplace communication skills.



POLICY

Seed Skills recognises that learners come with a vast range of skills, experiences, motivations and capacity to deal with the challenges required when commencing training. With this view, Seed Skills will ensure that learners are supported through completion of their training in all aspects of language, literacy, and numeracy (LLN).

Seed Skills will not discriminate against learners who are identified to need LLN assistance, and this disclosure is covered by a duty of **confidentiality**.

LLN needs may be identified during enrolment (through self-disclosure), during learner orientation, and/or through Trainer/Assessor recommendations. Seed Skills will endeavour to establish learner's LLN information prior to course commencement. However, should a learner's LLN needs not be identified until after the course has commenced, Seed Skills will analyse these needs and work with the learner to develop a strategy for assistance. These needs will be addressed through classroom and online learning and assessment activities over the duration of the program of study.

In developing learning and assessment materials, Seed Skills will ensure that respective LLN requirements of specific units of competency or training packages are integrated into learning and assessment materials. Accordingly, Seed Skills will embed LLN principles within its delivery and learning and assessment tasks based on the specific employability skills and training package requirements.

Seed Skills will ensure that its training and assessment staff have the required knowledge and skills to effectively manage LLN issues as they arise; and engage in professional development activities within LLN domain.

Seed Skills will ensure that its training and assessment staff implement appropriate strategies to assist the learners who need LLN assistance with their learning and maintain fairness, confidentiality, and equality in all dealings. Suggested external education and support services are listed within this policy.

Seed Skills will use reputable and compliant LLN assessment tools to determine the required LLN assistance prior to or, in some cases, after enrolment, including the Australian Core Skills Framework (ACSF) as a reference to assess current LLN skill levels.

DEFINITIONS

ACSF refers to the Australian Core Skills Framework which can be used to identify and describe an individual's performance in the core skills of learning, reading, writing, oral communication and numeracy, so that training can be targeted to areas of need and an individual's progress monitored over time.

Applicant refers a prospective learner who has submitted an application to enrol in a course or program of study with Seed Skills.

Confidential refers to a duty of an individual to refrain from sharing information disclosed in confidence with others, except with the express consent of the other party.

Educational and support services may include, but are not limited to:

- a) pre-enrolment materials;
- b) study support and study skills programs;
- c) language, literacy and numeracy (LLN) programs or referrals to these programs;
- d) equipment, resources and/or programs to increase access for learners with disabilities and other
- e) learners in accordance with access and equity;
- f) learning resource centres;
- g) mediation services or referrals to these services;
- h) flexible scheduling and delivery of training and assessment;
- i) counselling services or referrals to these services;
- j) information and communications technology (ICT) support;
- k) learning materials in alternative formats, for example, in large print;
- l) learning and assessment programs contextualised to the workplace; and
- m) any other services that the RTO considers necessary to support learners to achieve competency.

Employability skills are skills required for participation in modern workplaces and contemporary life, and include skills such as:

- a) collaboration
- b) problem solving
- c) self-management
- d) learning
- e) information and communication technology

LLN means Language, Literacy, and Numeracy

Language refers to the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way, including any nonverbal method of expression or communication such as a language of gesture and facial expression

Literacy refers to the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication such as talking, listening, viewing, reading and writing.

Numeracy refers to the ability to understand numbers, graphs, tables, charts, diagrams, measurement and shapes

Reasonable Adjustment refers to a measure or action taken by a Trainer/Assessor to enable learners with disability or additional learning needs to participate in education and training on the same basis as learners without disability or additional needs.

RESPONSIBILITIES

It is recommended that the applicant:

- honestly disclose any LLN needs or additional support required upon enrolment or during the pre-enrolment interview
- provide a copy of their highest achieved qualification and academic transcript upon enrolment as evidence of their LLN capabilities
- if required, complete the online LLN assessment in a timely manner.

The admission and enrolment staff must:

- ensure that, where an applicant has disclosed any support needs upon enrolment, they contact the applicant to arrange an LLN assessment prior to enrolment
- Follow up on any applicants at appropriate intervals to ensure LLN assessment is completed

Trainers/Assessor are must:

- Discuss any LLN or other support needs with the applicant prior to enrolment (pre-enrolment interview)
- Implement a Learning Support Plan where required to document the support that will be provided to the learner for the duration of their enrolment period
- Identify and report LLN needs of the learners during their training
- Provide regular guidance, support, direction and monitor the training while incorporating literacy and numeracy elements.
- Encourage learners to approach their workplace supervisors or the Training Team for support if required.
- Assist in sourcing external support mechanisms if required (external support may incur expenses which are the responsibility of the learner)

The RTO Manager is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The CEO has overall responsibility for the implementation and review of this policy.

APPLICANTS REQUIRED TO COMPLETE AN LLN ASSESSMENT

Applicants will be required to complete an online LLN assessment where they meet **one or more** of the below criteria:

- Self-disclose on their enrolment application as requiring LLN or additional support
- Do not complete the Language Literacy and Numeracy section of the enrolment form
- Do not provide a copy of their highest qualification achieved (including an academic transcript)
- Have not successfully completed a Certificate IV or higher qualification

When is an LLN Assessment not required?

An applicant may not be required to complete an LLN assessment if they:

- Hold a Certificate IV or higher qualification and provide a copy of their qualification and academic transcript upon enrolment, **and**
- Disclose that they do not have any LLN or additional support needs.

PROCEDURE

Self-Disclosure Upon Enrolment

Step	Responsible Party	Supporting Documents
<ul style="list-style-type: none"> • Complete online enrolment form, specifying LLN needs • Submit form to Administration Officer 	Applicant	Online enrolment form via the Seed Skills website
<ul style="list-style-type: none"> • Identify the LLN disclosure on the applicant's enrolment form • Notify Trainer/Assessor • Contact the applicant via phone and advise next steps 	Administration Officer	JobReady enrolment application form
<ul style="list-style-type: none"> • Enrol the applicant in ACER's online Core Skills Profile for Adults (CSPA) assessment 	Administration Officer	Online Core Skills Profile for Adults (CSPA) assessment (https://oars.acer.edu.au/seed-skills)
<ul style="list-style-type: none"> • Complete online Core Skills Profile for Adults (CSPA) assessment 	Applicant	

Step	Responsible Party	Supporting Documents
<ul style="list-style-type: none"> Where an applicant does reach the required LLN requirements for the course, the applicant can be enrolled. If the applicant does not reach the required LLN requirements, the applicant will be referred to a Trainer/Assessor to develop a support plan as required 	Administration Officer	ACER's LLN assessment report for the applicant
<ul style="list-style-type: none"> Forward LLN assessment report to Trainer/Assessor 	Administration Officer	ACER's LLN assessment report for the applicant
<ul style="list-style-type: none"> Discuss LLN needs and, if needed, develop an LLN Support plan in consultation with the applicant. Where a support plan is developed, this is to be signed and forwarded to the Administration officer to upload to the learner's file. 	Trainer/Assessor Administration Officer	ACER's LLN assessment report for the applicant LLN Support plan
<ul style="list-style-type: none"> If the Trainer/Assessor determines that, with suitable LLN support mechanisms in place, that the Applicant is able to complete training, enrol the Applicant per enrolment procedures. Upload all LLN documentation to the Applicant's learner file If the Trainer/Assessor determines that the Applicant is unable to complete the program of study, reject the enrolment application and notify applicant Upload all LLN documentation and correspondence to the Applicant's Party file 	Administration Officer	JobReady enrolment application form ACER's LLN assessment report for the applicant LLN Support plan

Self-Disclosure to a Trainer/Assessor after enrolment

Step	Responsible Party	Supporting Documents
<ul style="list-style-type: none"> Discuss LLN need or required support with Trainer/Assessor 	Learner	
<ul style="list-style-type: none"> Advise Administration Officer via a Record of Conversation (ROC) form 	Trainer/Assessor	Record of Conversation (ROC) form
<ul style="list-style-type: none"> Contact the learner via phone to advise next steps 	Administration Officer	JobReady enrolment application form
<ul style="list-style-type: none"> Enrol the applicant in ACER's online Core Skills Profile for Adults (CSPA) assessment 	Administration Officer	Online Core Skills Profile for Adults (CSPA) assessment (https://oars.acer.edu.au/seed-skills)
<ul style="list-style-type: none"> Complete online Core Skills Profile for Adults (CSPA) assessment 	Learner	
<ul style="list-style-type: none"> Where a learner does reach the required LLN requirements for the course, but feels they still need additional support, refer them to their Trainer/Assessor to discuss with learner If the applicant does not reach the required LLN requirements, the applicant will be referred to a Trainer/Assessor to develop a support plan as required 	Administration Officer	ACER's LLN assessment report for the applicant
<ul style="list-style-type: none"> Forward LLN assessment report to Trainer/Assessor 	Administration Officer	ACER's LLN assessment report for the applicant
<ul style="list-style-type: none"> Discuss LLN needs and, if needed, develop an LLN Support plan in consultation with the applicant. Where a support plan is developed, this is to be signed and forwarded to the Administration officer to upload to the learner's file. 	Trainer/Assessor Administration Officer	ACER's LLN assessment report for the applicant LLN Support plan

REASONABLE ADJUSTMENT

If a learner does choose to disclose a disability or medical condition to the RTO, Seed Skills then have a responsibility to consult with them and make reasonable adjustments to usual processes, environment and practices. It is important

that all staff are aware of their responsibilities under this policy and that appropriate professional development is provided to help staff feel comfortable in negotiating and implementing adjustments.

Reasonable adjustments* should be negotiated effectively—they are very individual. Usually the learner with disability or medical condition will be the best person to explain the impact of their disability on their study and what adjustments may help them, or they have found useful in the past.

Examples of reasonable adjustment may include providing:

- accessible class rooms
- note-taking support
- course material in alternate formats—electronic, large print, braille
- use of laptop for assessments
- extra time or extensions for assessments
- alternate assessment tasks
- ergonomic chair/desk
- use of assistive technology
- an Auslan interpreter, or
- other adjustments.

*Reasonable adjustments are those that **would not cause unjustifiable hardship on the RTO**. For example, if the costs of making adjustments to the premises are such that they would cause hardship to the RTO, it would not be expected that such adjustments are made. Trainer/Assessors may liaise with the RTO Manager or seek advice from the Australian Human Rights Commission on the individual circumstance

EXTERNAL SUPPORT OPTIONS

Provider	Support Offered	Contact Information
Reading Writing Hotline	<p>Adult literacy, numeracy, basic computing or ESL programs.</p> <p>A nationwide service which can provide students with information on:</p> <ul style="list-style-type: none"> • where to find reading and writing classes for adults in their area • learning resources for adults • English as a second language programs • literacy in the workplace. 	<p>readingwritinghotline.edu.au</p> <p>1300 655 506</p>
Adult Migrant English Program (AMEP)	<p>The Adult Migrant English Program (AMEP) provides up to 510 hours of English language tuition to eligible migrants and humanitarian entrants to help them learn foundation English language and settlement skills to enable them to participate socially and economically in Australian society.</p> <p>Eligibility criteria apply.</p>	<p>immi.homeaffairs.gov.au/settling-in-australia/amep/service-providers</p>
Translating and Interpreting Service	<p>The Translating and Interpreting Service (TIS National) is an interpreting service provided by the Department of Home Affairs for people who do not speak English and for agencies and businesses that need to communicate with their non-English speaking clients.</p>	<p>www.tisnational.gov.au</p>
The Australian Federation of SPELD Associations	<p>The Australian Federation of SPELD Associations (AUSPELD) provides support to people with specific learning disabilities, such as dyslexia, and those who care for, teach and work with them. They assist people through the dissemination of information, advocacy, research and support.</p>	<p>www.speld.org.au</p> <p>07 3391 7900</p>
Career Development Centre	<p>Seed Skills engages Career Development Centre (Brisbane based) as our independent workplace mediators to facilitate a meeting between two or more parties involved in a dispute.</p> <p>Their mediator will assist in finding a resolution to the issue, whilst preserving the relationship between the two parties.</p>	<p>careerdevelopmentcentre.com.au</p> <p>07 3355 6688</p>

Provider	Support Offered	Contact Information
Employee Assistance Programs (EAP)	An Employee Assistance Program (EAP) is a voluntary, work-based program that offers free and confidential assessments, short-term counselling, referrals, and follow-up services to employees who have personal and/or work-related problems.	<p>QLD – Complex Care www.complexcare.com.au</p> <p>NSW – Complex Care www.complexcare.com.au</p> <p>VIC – Converge International www.convergeinternational.com.au 03 8681 2444</p> <p>Perth – STREAM Psychology www.streampsychology.com 08 9335 8777</p> <p>Bunbury - Bunbury Psychological Services www.bunburypsychology.com.au 0447 713 200</p> <p>SA – Connected Self connectedself.com.au 08 8232 2438</p>



GENERAL GUIDANCE

Online Content Delivery

As the majority of learning materials and all assessments are delivered online via the RTO's online LMS, Canvas, learners will be required to have the skills to navigate this environment. This also means that there is more emphasis on reading and writing (typing) than in other learning environments.

ACER's Core Skills Profile for Adults (CSPA)

The Core Skills Profile for Adults (CSPA) is a set of secure online assessments. CSPA Reading and Numeracy assessments are matched to the ACSF and provide an efficient, psychometrically valid and reliable method for assessing the stages of development of adult learners.

The CSPA has been developed by the Australian Council for Educational Research (ACER), an independent, not-for-profit organisation with a high level of expertise in designing online post-school assessments in language, literacy and numeracy. All items have been trialled with adult learners and proven to be valid and reliable.