

# Learner Support Policy

## 1. Purpose:

The Australian Skills Quality Authority (ASQA) standards for Registered Training Organisations (SRTO's 2015) require that the support needs of all individual learners be determined, and that each learner is provided access to educational and support services necessary to meet the requirements of the training product.

This policy demonstrates the measures in place to identify, assess and allocate any support requirements that are additional to the provision of standard services. This ensures individual learners are provided access to the educational and support services necessary to successfully complete their training.

This policy also prescribes that NDA determine the amount of training required in accordance with the requirements of the relevant training package and in consideration of each individual learner's existing skills, knowledge and experience.

## 2. Scope:

This policy applies to all students and prospective students. It is intended to provide information to staff regarding their responsibilities and to ensure that students receive support that is responsive, adequate and appropriate to all students.

## 3. Definitions:

### 3.1 – Support Service

A support service includes a strategy, tool or service available both internally within the RTO and externally to help assist students complete their studies when there is a need.

### 3.2 – Disability

The Disability Discrimination Act 1992 (Cth) defines disability as:

- total or partial loss of the person's bodily or mental functions
- total or partial loss of a part of the body
- the presence in the body of organisms causing disease or illness
- the malfunction, malformation or disfigurement of a part of the person's body
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment, or that results in disturbed behaviour



### 3.3 – At Risk

At risk is the term used for students who are identified as having a possibility of not completing the course in which they are enrolled, due to circumstances beyond their control.

### 3.4 – Reasonable Adjustment

Reasonable adjustment refers to a measure or action taken by an education provider to enable learners with disability, learning difficulties, hardship or diverse needs to participate in education and training on the same basis as other learners.

### 3.5 – LLN Assessment

Language, Literacy and Numeracy (LLN) incorporates five core skills; learning, reading, writing, oral communication and numeracy. Taken collectively these are the skills to communicate in oral and written communication. These core skills are required by an individual for educational studies, community participation, and/or meeting workplace requirements. LLN Assessment is assessment of these skills prior to study. For more detail see NDA's Language, Literacy and Numeracy Policy for more details.

## 4. Policy Principles:

NDA is committed to providing support to individual learners to maximise the chances of successful completion of training products. NDA have procedures in place to identify barriers as well as to assist students in overcoming these barriers (see **Procedure** below). Educational and support needs are identified and provided at all stages of the student journey, from pre-enrolment through to completion. Services include, but are not limited to:

- Disability Support – including reasonable adjustments, alterations to physical learning environment, flexible submission times and assessment arrangements
- Financial Support – including discussion of funding opportunities, payment plan options and referral to financial support agencies including Centrelink, City Mission and Anglicare
- Information Technology (IT) Support – including ongoing over the phone technical support from qualified NDA staff
- Language, Literacy and Numeracy (LLN) Support – including reasonable adjustments, flexible assessment arrangements and submission times, referral to language services including LLN courses through other RTO's
- Learning Support – including one on one assistance from training staff, mentoring programs, study groups, access to NDA foundation training courses, guidance to online resources, membership in 26 Ten
- Counselling Referral to support agencies including Anglicare, Relationships Australia and Headspace
- Travel Support
- Work-based Training Support

Where NDA is unable to provide specialist support, the student will be referred to external services. This may incur extra costs for the student.

NDA will ensure that any reasonable adjustments applied do not impact the integrity of the Training Product. Reasonable adjustments can include, but are not limited to:

- note taking support
- course materials offered in alternate formats





- extra time or extensions for assessments
- alternate assessment tasks
- use of laptop or ipad for assessments
- use of assistive technologies
- mentoring or coaching support
- interpretive services

## 5. Procedure:

### Pre-enrolment:

Comprehensive Qualification Guides are available which detail the recommended level of LLN required to undertake the Training Product (See **Qualification Guide**).

Each prospective learner is asked to provide information prior to enrolment regarding any additional support requirements. The NDA **Enrolment Form** provides learners with the opportunity to identify and advise if they are aware of LLN issues, disabilities or impairments that may impact their ability to undertake study in their chosen course.

In addition, all prospective students are required to take an LLN Assessment prior to commencement. This will be used to assess the appropriateness of the course being enrolled in.

All prospective learners will be advised of opportunities for recognition of prior learning or credit for prior learning in accordance with NDA's **Assessment Policy**.

Where a student with further support needs is accepted into a training product, they will be referred to the RTO Manager to connect them with the appropriate support service required. This is a process that will always include the client to ensure they are happy with the support services being advised or provided. Details of these support needs will be stored within the client's files.

If the support required is in the form of training support, an individual learning plan is required. NDA's RTO Manager will develop an **Individual Learning Plan** in consultation with the student. The ILP will detail the needs of the student and the reasonable adjustments that will be made to address these needs.

### Post Enrolment

It is the responsibility of all RTO staff to identify students who require additional assistance. If further support needs are not self-identified during enrolment, at risk students might still be identified in the progression of the student's journey.

This might be identified by staff, other students, or through self-identification. Students are provided with contact details for their Trainer/Assessor as well as for the RTO Manager. Students should be encouraged to discuss any needs with their Trainer/Assessor. When these needs are identified, it is the responsibility of RTO staff to provide the support services to address them. Staff should be conscious of the following student behaviours which may indicate support is warranted:

- persistent bad mood
- lack of motivation/interest in their studies
- signs of stress, anxiety or panic attacks
- avoidance around assessment
- signs of disorientation or delusion
- shutting down and not communicating





- marked differences in academic performance and/or attendance
- constant worrying about their studies
- disruptive physical or verbal behaviour
- difficulty keeping up with workload
- marked change in physical appearance
- being affected by drugs or alcohol

Trainer/Assessors are required to review all support documentation for learners prior to each assessment event. Any reasonable adjustments that have been made to assessment must be approved by the RTO Manager and recorded on the assessment files.

## 6. Legislation and Relevant Standards:

This policy recognizes NDA's legal obligations in relation to supporting learners needs and discrimination. The relevant legislations includes:

- Commonwealth Disability Discrimination Act 1992
- Equal Opportunity Act 2010
- Anti-Discrimination Act 1994 (Tasmania)

In addition to legal opportunities, NDA also has regulatory obligations that are recognized in this policy. This policy and the resulting practices recognize the Standards for Registered Training Organisations (SRTO's 2015), specifically clauses 1.7 and 5.1.

## 7. Forms and Relevant Documents:

Enrolment Procedure

Enrolment Form

Continuous Improvement Policy

Assessment Policy

Qualification Guide

Individual Learning Plan Template

LLN Policy

LLN Robot

