

Learner Support

Policy No: RTO 1.3

Responsibility for Policy:	Executive General Manager, Policy and Programs
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Relevant RTO Standards	1.7
Associated documents	Learner Support Plan ACSF Performance Variables Grid (attached)

AIM

This policy aims to ensure that the Institute 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 accredited courses. This will maximise the chance of learners successfully completing their training.

1. IDENTIFYING LEARNER NEEDS

We will identify any support individual learners' need prior to their enrolment or commencement (whichever is the earliest), and ensure that they are provided with access to that support throughout their training.

How we do this:

- All enrolment application forms include a self-assessment for communication skills and digital literacy.
- All prospective learners undertake a literacy, language and numeracy assessment.
- Where the course coordinator considers it appropriate, a pre-enrolment interview to assess additional student needs will be conducted.
- Information about learner support is provided in our Student Handbook.
- A learner support plan will be completed for each student.
- Learner support may include specific interventions identifying Australian Core Skills Framework (ACSF) training needs for learners at varying performance levels (see the ACSF Performance Variables Grid).

2. TYPES OF SUPPORT/INTERVENTION AVAILABLE

- Any adaptations that may be required to overcome physical or other limitations.
- Language, Literacy and Numeracy (LLN) support.

- Advice and recommendations for suitable assistive technology.
- Additional tutorials.
- One on one intensive student support.
- Learner support classes.
- Referrals to external agencies to address learning barriers and other personal issues.
- Reasonable adjustments may be made to learning and assessment processes for learners.

ACSF PERFORMANCE VARIABLES GRID				
FIVE LEVELS OF PERFORMANCE	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, recognizing.
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, and 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.