Additional Support & Language, Literacy and Numeracy

Policy Statement

Certified Training Resources Australia is responsible for ensuring the educational and support services it provides meet the needs of the student cohort/s undertaking the training and assessment.

This policy ensures that Certified Training Resources Australia has mechanisms in place to collect, analyse and act on any support requirements that are additional to the provision of standard services. This ensures individual students are provided access to the educational and support services necessary for them to meet the requirements of the training product as specified in training packages or VET accredited courses.

This policy also ensures that Certified Training Resources Australia determines the amount of training required in accordance with the requirements of the relevant training package and in consideration of each individual student's existing skills, knowledge and experience with respect to the relevant vocational competency.

Policy Principles

Certified Training Resources Australia is responsible for collecting, recording, analysing and acting on additional support information that could adversely impact on a student's ability to undertake and complete a course.

This includes, but is not limited to any disability or impairment that restricts access and equity as well as English language, literacy and numeracy (LLN) information obtained from students prior to enrolment and prior to the commencement of their first unit of competency.

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

1. pre-enrolment materials;
2. study support and study skills programs;
3. language, literacy and numeracy (LLN) programs or referrals to these programs;
4. equipment, resources and/or programs to increase access for students with disabilities and other students in accordance with access and equity;
5. learning resource centres;
6. mediation services or referrals to these services;
7. flexible scheduling and delivery of training and assessment;
8. counselling services or referrals to these services;
9. information and communications technology (ICT) support;
10. digital literacy to ensure students meet the required technological knowledge in order to participate effectively in the course
11. learning materials in alternative formats, for example, in large print;
12. learning and assessment programs contextualised to the workplace;
13. reasonable adjustments for any disability or impairment; and
14. any other services that the RTO considers necessary to support students to achieve competency.

Certified Training Resources Australia will abide by the following principles:
Assessment of Need and Identifying Additional Support
1. Each eligible student of Certified Training Resources Australia is asked to provide information prior to enrolment to a full qualification or training regarding any additional support requirements. The **Enrolment Form** and **Pre-Enrolment Assessment Form** provides students 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.

2. Certified Training Resources Australia will conduct assessment of need prior enrolment or prior commencement of training. It will ensure that assessment of need is undertaken at the earliest possible opportunity and that it manages any identified support needs.

3. Certified Training Resources Australia may also identify and act on student support needs at the time of enrolment, and/or any time prior or during the delivery of training. Certified Training Resources Australia trainers will be monitoring attendance during face-to-face sessions, online training sessions and/or webinars. Students missing critical training sessions will be contacted by the student support team and/or provided with available webinar recordings as needed.

4. It will document the results of the assessment of need and ensure that this is reflected and managed in the student's training records.

5. Certified Training Resources Australia's assessment of need involves, but will not be limited to the following:

   a. eligibility assessment to assess eligibility of student for the course;
   b. LLN skills assessment to ascertain whether the level of the qualification and proposed learning strategies and materials are appropriate;
   c. determining the most suitable qualification for the student, based on the student's existing educational attainment and capabilities;
   d. offering RPL to the students when applicable, explain credit transfer obligations and identifying any relevant competencies previously achieved (refer to the RPL Policy);
   e. assessing the need for additional support;
   f. identifying any actions or strategies to be implemented to address identified needs for the student including any adjustment required to the learning program, delivery of learning and materials used for learning to ensure that retention and completion outcomes are improved.

Access to Educational Support Services

1. Certified Training Resources Australia ensures individual students are provided access to the educational and support services necessary for them to meet the requirements of the training product as specified in training packages or VET accredited courses.

2. Certified Training Resources Australia will ensure that students are made aware of opportunities for recognition before the start training and that adequate information, support and opportunities are provided to the students to engage in the Recognition of Prior Learning (RPL) process when applicable. (Refer to the RPL Policy)

3. Certified Training Resources Australia will ensure that when additional costs are required to provide additional support, the student will be notified and provided information prior to enrolment.

4. Certified Training Resources Australia will inform students prior to enrolment of any limitations to the additional support it can provide, so students can make informed decisions regarding their training.

Provision for Reasonable Adjustment

1. Upon student advice of any disability or impairment that may impact on their studies, Certified Training Resources Australia will review the information provided and where necessary, make contact with the student to determine the additional support requirements.

2. Certified Training Resources Australia will arrange for reasonable adjustment to be applied to training or assessment tasks where it is appropriate. It will ensure that the reasonable adjustment applied does not impact the integrity of the training package requirement. (See the Training and Assessment Policy)

Language Literacy and Numeracy (LLN)

The Language, literacy and numeracy assessment is part of Certified Training Resources Australia's initial skills and upfront needs assessment process. LLN assessment will help to ensure prospective students have the minimum levels to access the vocational course of their choice.

LLN Assessment

Certified Training Resources Australia uses the Pre-enrolment Assessment Form to review and assess each student's training needs, relevant current competencies, Language, Literacy and Numeracy skills and eligibility for recognition of prior learning (RPL). Information gathered through this form will be used to facilitate provision of additional support required in areas such as language, literacy and learning and assessment, whilst ensuring that students receive the maximum outcomes and benefits from the training, in relation to set learning objectives, career opportunities and skill level.

When the LLN assessment outcome identifies that the student does not have adequate language, literacy and numeracy levels of their chosen course, the admissions officer will:

1. Explain to the student the challenges that will be encountered in completing the course with their LLN level;
2. Provide information on where they can obtain assistance with their LLN issue; and
3. Offer other options and pathway for training until they are within the ACSF level requirement of the course.

Disability and Impairment

1. The **Error! Reference source not found.** will advise the trainer in writing of any identified disability or impairment that may impact the studies of the student. The **Error! Reference source not found.** is responsible for reviewing the information provided and where necessary making contact with the student to determine any further additional support requirements. The support will vary depending on the individual needs of the student.

2. Certified Training Resources Australia **Error! Reference source not found.**s may arrange for reasonable adjustment to be applied where it is appropriate to the assessment and does not impact the integrity of the training package requirements. (See Training and Assessment Policy)

3. Certified Training Resources Australia **Error! Reference source not found.**s will endeavour to work with the student to determine and provide reasonable access to training facilities, materials and resources to allow them to undertake their studies.

4. Where appropriate, Certified Training Resources Australia will seek external assistance to ensure additional support services are available.

Determining the Amount of Learning

Certified Training Resources Australia ensures each student's skills and experiences relevant to respective vocational competencies are considered in the development of their learning plans. It follows the procedures outlined in the Upfront Assessment of Need procedural document in determining how the student's existing skills, knowledge and experience impacts the amount and level of training they will require.

Additional Support Procedure

Course Support

No.	Person/s Responsible	Steps to take

1	Trainers/ Assessors	**New Students**
		(1) Once a new student is endorsed to you, review the student's enrolment and pre-enrolment records. In particular, review the students:
		    a. Enrolment form
		    b. Pre-enrolment interview
		    c. LLN Assessment
		    d. RPL application, if relevant
		    e. Credit recognition application, if relevant
		
		(2) Based on the outcome of the pre-enrolment assessments, categorise the student as either:
		    a. Beginner – no prior relevant knowledge, skills or experience; no additional support requirements
		    b. Intermediate – some recent prior/current relevant knowledge, skills or experience, but not eligible for RPL or credit recognition; no additional support requirements
		    c. Advanced – with sufficient recent prior/current relevant knowledge, skills or experience, making student eligible for RPL or credit recognition for some units included in the course; no additional support requirements
		    d. Expert – with extensive recent prior/current relevant knowledge, skills or experience, making student eligible for RPL or credit recognition for majority/all of the units included in the course; no additional support requirements
		
		(3) Customise the student's Training Plan, accordingly, taking into account the student's prior knowledge, skills and experience. Use the Training Plan Template. Use the Training and Assessment Strategy for the course as reference to customise the Training Plan. Recommendation for each unit/cluster is based on the following pathways:
		    a. Training and Assessment Pathway (for beginner-level cohorts) – Learners with no prior relevant knowledge, skills and experience are required to undergo the full study mode, where they will complete all training and assessment activities.
		    b. Assessment Only Pathway (for intermediate- to advanced- level cohorts) – Learners with moderate relevant prior knowledge and skills with limited related industry experience, may complete the course via assessment only pathway (or reduced training pathway) upon the trainer's endorsement.
		    c. Recognition Pathway (for expert-level cohorts) – Learners with extensive relevant knowledge, skills and experience in the related industry (one year or more) may undergo RPL, or credit recognition, where applicable.
		
		(4) To adjust the training plan, tag each activity as either:

		a. Required – Activities that must be successfully completed as a requirement of the course b. Recommended – Activities that are recommended to learners based on their level of knowledge, skills and experience, to help them in completing the requirements of the course c. Optional – Activities that learners may/may not undertake based on their preference. the learners are already knowledgeable/skilled in these areas d. Not applicable – Activities that are not relevant to the learner. E.g. training activities for learners eligible to apply RPL (5) Where the student requires additional support, document relevant strategies in the training plan. See Additional Support Policy for complete details. (6) File the customised Training Plan with the student's records. (7) Send the student a welcome email introducing yourself and providing the following information: a. a copy of the customised Training Plan for the student's reference b. a copy of the class schedule, if applicable c. a copy of the webinar schedule, if applicable d. link to training and assessment resources, or RPL resources where applicable
2	Trainers/ Assessors	**Responding to Enquiries** (1) Respond to enquiries within 2 business days of receiving the enquiry. (2) Where response is provided verbally, follow up the correspondence with a documented written of the discussion. This may include: a. Student portal messaging b. Email (3) Ensure all student correspondences are recorded and filed accordingly.
3	Trainers/ Assessors	**Running Face to Face Sessions and Webinars** (1) Ensure all session resources are current: a. Session plans b. Presentations c. Handouts (2) Record Attendance (3) Run sessions on time (4) Interact with students (5) Regularly seek student feedback a. Ongoing (informally, at the end of each session) b. At the end of the session for an entire unit / cluster / term (6) Document actionable feedback via the **Error! Reference source not found.** Policy and Procedure.

Additional Support

No.	Person/s Responsible	Steps to take
1	Enrolment Coordinator	(1) Where a student is suspected to require additional support, refer the student to the trainer/assessor. See pre-enrolment procedure for more details.

2	Trainers / Assessors	**New Students**
		(1) Where Enrolment Coordinator refers students suspected to require additional support, review the student's enrolment and pre-enrolment records. In particular, review the students:
		   a. Enrolment form
		   b. Pre-enrolment Assessment Form and Interview
		   c. LLN Assessment
		
		(2) Based on the outcome of the student's pre-enrolment assessments, recommend:
		   a. Defer enrolment
		   - If the assessment outcomes clearly indicate that the student will not be able to undertake the course due to LLN skills gap.
		   - For example, the course includes tasks that requires communication in English, while the student's level of English Communication Skills is clearly at a level that will not satisfy the course requirements.
		   - Inform Enrolment Coordinator of your findings and recommendation. The Enrolment Coordinator will advise the student accordingly.
		   b. Proceed enrolment with conditions
		   - If assessment outcomes indicate that although the student does not meet the minimum course requirement, the student is at a level where he/she may still be able to complete the course requirement with some additional support and/or reasonable adjustments.
		   - Contact the student and agree on additional support and reasonable adjustment strategies. Please see Additional Support Policy for more details.
		   - If the student agrees with the strategy, recommend proceeding with the enrolment. Otherwise, recommend deferring the enrolment.
		   - Inform Enrolment Coordinator of your findings and recommendation. The Enrolment Coordinator will advise the student accordingly.

3	Admin Team / Trainers and Assessors	**Ongoing Students** (1) Observe student performance throughout the duration of the course. (2) Monitor attendance for online and/or face to face training. (3) Run a fortnightly SMS report on students' logging frequency and progress

		(4) Where a student is struggling and requires additional support or reasonable adjustment not identified during the pre-enrolment assessments:
		    a. document your observations and findings in the student records (Training Plan)
		    b. discuss findings with students and agree on strategy
		    c. adjust the training plan accordingly, where applicable
		    d. provide reasonable adjustment where it applies and any applicable support services (i.e. access to recording of online training, digital literacy, learning materials in alternative format, one on one session etc.)

Reasonable Adjustment

No.	Person/s Responsible	Steps to take
1	Trainer / Assessor	Reasonable adjustment applies if the following criteria are met: (1) The student is unable to complete a task required for the course due to LLN difficulty, disability, or any valid medical/health/personal reasons. (2) Reasonable adjustment does not compromise the validity of the assessment. (3) Reasonable adjustment meets Principles of Assessment and Rules of Evidence (4) Reasonable adjustment is agreed upon between the learner and the trainer/assessor.

2	Trainer / Assessor	(1) Document reasonable adjustment on the Training Plan. Document:
		    a. Reason for adjustment
		    b. Details of adjustment implemented
		    c. Signed agreement between student and assessor
		(2) Attach to the workbook the completed assessment evidence from the adjusted assessment task
		(3) Document the assessment feedback and outcome

Monitoring and Improvement

1. The Training Manager will be responsible for ensuring compliance with the Additional Support Policy and Processes. All administration staff are responsible for the correct and accurate enrolment in accordance with this policy and relevant procedural documents.

2. All enrolment practices will be monitored by the Training Manager. Areas for improvement will be identified and discussed during the Continuous Improvement Meetings. (See Continuous Improvement Policy)

3. Students and employers (if applicable) are encouraged to provide feedback on their experience and through Certified Training Resources Australia's continuous improvement process.

4. Students can lodge a complaint or appeal an enrolment decision, as per Certified Training Resources Australia's Complaints and Appeals Policy.

Annex A: LLN Support Services

Students with LLN issues may be referred to the following services to discuss any additional LLN support services available to them:

1. **Reading Writing Hotline**
   Phone: 1300 655 506
   http://readingwritinghotline.edu.au

2. **Australian Council for Adult Literacy (ACAL)**
   Phone: (03) 9546 6892
   http://www.acal.edu.au/index.htm

3. **NSW Adult Literacy and Numeracy Council (NSWALNC)**
   Phone: (02) 9514 3478
   www.nswalnc.org.au

4. **Resources for people teaching or tutoring adult literacy**
   Literacy Face to Face Resource