

Learner Support

Purpose:	The purpose of this policy and procedure is to ensure that all prospective learners are aware of the support on offer and that enrolled learners at Water Training Australia have access to the appropriate learning and welfare support services and information, as and when required.
Reference:	<p>ASQA – Standards for Registered Training Organisations (RTOs) 2015</p> <ul style="list-style-type: none"> • Clause 1.7: Support Learners • Table 1.8-1: Principles of assessment (Fairness) <p>Disability Discrimination Act 1992 (DDA) Disability Standards for Education 2005 DESBT SAS Policy</p>
When:	During enrolment processes and as support needs are identified throughout duration of enrolment.
Definition/s	<p>Support Need/s refers to an identified: Literacy, Language, Numeracy and/or Digital skills (LLN&D) gap, a disability, health condition, behavioural, mental health or wellbeing difficulty requiring assistance to participate in training and assessment on the same basis as learners without disability or additional needs.</p> <p>Support Services may include, but are not limited to:</p> <ol style="list-style-type: none"> 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 learners by access and equity. e. Learning resource centres f. Mediation services or referrals to these services g. Flexible scheduling and delivery of training and assessment h. Counselling services or referrals to these services i. Information and communications technology (ICT) support j. Learning materials in an alternative format e.g. in large print k. Learning and assessment programs contextualised to the workplace l. Any other services that the RTO considers necessary to support learners to achieve competency. <p>Positive Learning Environment refers to an atmosphere of respect, fairness, and safety whereby all learners and staff are empowered to participate to the best of their abilities.</p> <p>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 training and assessment on the same basis as learners without disability or additional needs.</p> <p>Training Product means AQF qualification, skill set, unit of competency, accredited short course and module.</p> <p>SMS means an AVETMISS compliant Student Management System database.</p>
Policy:	<p>To maximise the chance of a learner successfully completing their training Water Training Australia (WTA) seeks to:</p> <ul style="list-style-type: none"> • ensure accessibility; • provide avenues for the identification of individual learner support needs; • provide reasonable adjustments and learning support throughout training and assessment; and • maintain positive learning environment. <p>During the development of a Training and Assessment Strategy for a Training Product to be delivered to a new cohort or client, support services will be identified and listed as relevant.</p> <ul style="list-style-type: none"> • Course specific support and any fees associated will be detailed on Course Information documents (provided to learners to consider before enrolment).



- Additional support resources available as needed are noted in the Learner Handbook, services that attract additional fees will indicate so.
- Learners will be notified of any change in services available.

Training and assessment tools are developed to the appropriate AQF level and are reviewed and validated on a regular basis.

WTA can support prospective learners by making adjustments to information formats and providing assistance in assessing course suitability. Prospective learners are supplied Course Information and a Learner Handbook and are given a Pre-Training Review interview to determine:

- the suitability of the course,
- course adjustments with credit and recognition of prior learning, and
- support needs.

The pre-training interview and Enrolment Form encourage self-disclosure with questions regarding LLN and Digital Skills and disabilities. LLN Skills are assessed through the enrolment procedures and skills assessments of the employer. A LLN Assessment may be administered if needed to confirm support needs.

Learning support and adjustments available are detailed in the Learner Handbook (provided before the enrolment) and are reviewed in the induction. An Induction Checklist is completed and signed by each learner to confirm they have been made aware of these options.

The Learner Handbook and induction process encourage learners to disclose support needs to their trainer and/or the Learning Support Officer. Any health or disability information disclosed by a learner will be kept private and confidential.

When support needs are identified a support plan is developed in consultation with the learner and employer if it affects on-the-job learning components. Support plans are recorded on Icare (SMS) and is monitored for review and effectiveness.

- Support measures must not compromise the training package requirements.
- WTA will not provide support which would be deemed an unjustifiable hardship to any party involved.
- If support requirements go beyond the scope of WTA services or training package requirements, advice will be provided to the learner including referral to any identified external support services (regarding the WTA external support resource guide) attracting additional fees, and/or recommending alternative training pathways. The basis of referrals will be documented and saved in the learner file.
- Unless the learner authorises disclosure staff involved in providing support will only communicate details of the support plan.

Support Plans are communicated to trainers at session bookings 1 month prior to training delivery. Trainers are to implement support plans and provide feedback on the effectiveness of support during each unit and to consider any additional adjustments that may be necessary throughout their delivery of training and assessment.

Learner Assessment tools will explain the assessment process and give examples of support and reasonable adjustments that can be offered. They will contain a reminder of the Complaints and Appeals process.

At any point, support plans can be developed with regard to the WTA Support Plan Guide and Support Resource Guide - detailing adjustment options in relation to specific support needs. Trainers and staff will continue to monitor learner behaviour and performance to identify support needs and ensure a positive learning environment.



All staff, trainers and assessors will be provided with training on this policy and its procedures. Professional development will be provided and recorded in alignment with our Professional Development Framework.

LLN Assessments

Applicants will be required to complete an LLN assessment where one or more of the below criteria applies, a learner:

- self-discloses LLN gap
- does not complete the Language Literacy and Numeracy section of the enrolment form
- has not successfully completed Year 12 or a Certificate III or higher qualification

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

- Hold a higher qualification than they are enrolling into, and
- Does not disclose any LLN or support needs.