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:	ASQA – Standards for Registered Training Organisations (RTOs) 2025 • Clause 2.3: Support for Learners • Clause 1.4-i: Principle of Assessment – Fairness Disability Discrimination Act 1992 (Cth). • Disability Standards for Education 2005 DTET SAS Policy
Who is responsible:	Learners are encouraged to: • self-disclose support needs; • complete all enrolment processes and forms; and • complete LLN&D assessments if requested. Administration staff must: • conduct Pre-Training Reviews and enrolment processes to provide information relating to the nature of the course and support available and identify learner support needs; • follow-up on any identified support needs and develop a support plan in consultation with the learner; and • ensure support plans are being updated and reviewed. Trainers must: • implement support plans when provided; • ensure the Principles of Assessment, Rules of Evidence and Requirements of the Training Package are maintained; • adjust and update plans when needed - reporting changes and issues to the Admin Officer; • identify support needs; • provide regular support and guidance; • maintain a positive learning environment; and • refer learners to external support services as needed. The Operations Manager must: • review support resources and regularly update the internal/external support resource guide; • produce Course Information documents that address support services for specific cohort needs; and • ensure reasonable adjustments do not pose unjustifiable hardship on Water Training Australia.
When:	During enrolment processes and as support needs are identified throughout duration of enrolment.
Definition/s	**Course** refers to an offering of any package of accredited training to meet an outcome. This includes single units, skill sets, or full qualifications. **Support Need/s** refers to an identified: Literacy, Language, Numeracy and/or Digital capability (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. **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 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 Water Training Australia considers necessary to support learners to achieve competency. **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. **Reasonable Adjustment** refers to a measure or action taken by WTA, consistent with the *Disability Standards for Education 2005,* 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. **Training Product** means AQF qualification, skill set, unit of competency, accredited short course and module.
Policy:	To maximise the chance of a learner successfully completing their training Water Training Australia seeks to: • 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. During the development of a Training and Assessment Strategy for a course; to be delivered to a new cohort or client; support services will be identified and listed as relevant. • 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 are listed in the Learner Handbook, services that attract additional fees will indicate so. Training and assessment tools are developed to the appropriate AQF level and are reviewed and validated on a regular basis. Water Training Australia supports 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 assessed for foundation skills identified as essential to complete the course. For single units and skill sets the enrolment form integrates learner needs assessment; for full qualifications a Pre-Training Interview is conducted verbally to determine: • the suitability of the course, • course adjustments, • funding eligibility, and • support needs. The Pre-Training Interview and Enrolment Form encourage self-disclosure with questions regarding LLN, Digital Skills, and disabilities. LLN&D Assessment may be administered where needed to confirm support needs. **LLN&D Assessment** Prospective Learners for full qualifications will need to demonstrate prior completion of a year 12, or Certificate III (or trade certificate) or higher qualification, or the levels of

foundational skills capability outlined in the Training and Assessment Strategy in relation to the Australian Core Skills Framework and Australia Digital Capability Framework.

Prospective Learners for single units or skill sets will need to demonstrate prior completion of either year 11, or a certificate III (or trade certificate), or a similar single unit if employed full or part-time in a relevant role.

LLN&D assessments will be conducted using validated tools and assessed by a WTA staff member with current TAELLN qualifications.

Where there are marginal gaps, prospective learners will be engaged in the development of an individualised support plan. Where they are significant gaps and prospective learners will be unlikely to successfully complete the course, they will be recommended foundation skills training to complete before enrolment. WTA does not provide foundation skills training courses.

Support and Adjustment
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 and is monitored for review and effectiveness.
- Support measures must not compromise the training package requirements.
- Water Training Australia will not provide support which would be deemed an unjustifiable hardship to any party involved.
- If support requirements go beyond the scope of Water Training Australia services or training package requirements, advice will be provided to the learner including referral to any identified external support services (regarding the Water Training Australia 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 Water Training Australia Support Plan Guide and Support Resource Guide (detailing adjustment options in relation to specific support needs). Trainers and admin 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. This policy will be monitored in accordance with the Quality Assurance and Continuous Improvement policy and will be reviewed annually or as need is identified.