

RTO 1.03 Learner Support

1. Policy Purpose

The purpose of this policy is to ensure the Institute identifies and responds effectively to individual learner needs, to maximise the chance of learners successfully completing their training.

2. Policy Statement

The Institute will determine the support needs of individual learners prior to their enrolment and provide 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.

3. Scope

This policy applies to all students and all courses delivered by The Institute.

4. Definitions

4.1 **The Institute** – Relationships Australia South Australia Limited trading as The Australian Institute of Social Relations.

4.2 **The RTO** – Registered Training Organisation

5. Procedures

- 5.1. The Institute 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.
- 5.2. As part of the pre-enrolment process, prospective learners will be interviewed to assess their current level of communication skills, digital literacy and if any additional learner supports will be required.
- 5.3. All prospective learners will undertake a literacy, language and numeracy assessment.
- 5.4. Information about learner support is provided in our Student Handbook.
- 5.5. A learner support plan will be completed for each student that requires one.
- 5.6. 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).

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. |

6. Roles and Responsibilities

- 6.1. The RTO Enrolments and Training Coordinator is responsible to coordinate literacy, language and numeracy assessments for prospective learners.
- 6.2. As part of the student pre-enrolment process, the trainer/assessor is responsible to interview all prospective learners and assess their current level of communication skills, digital literacy and identify if any additional learner support is required.
- 6.3. The assessor is responsible to develop a Learner Support Plan for the student if one is required.
- 6.4. The Institute may provide the below areas of support and interventions to any learner that has been identified as needing support:
 - 6.4.1. Any adaptations that may be required to overcome physical or other limitations.
 - 6.4.2. Language, Literacy and Numeracy (LLN) support.
 - 6.4.3. Advice and recommendations for suitable assistive technology.
 - 6.4.4. Additional tutorials.
 - 6.4.5. One on one intensive student support.
 - 6.4.6. Learner support classes.
 - 6.4.7. Referrals to external agencies to address learning barriers and other personal issues.
 - 6.4.8. Reasonable adjustments may be made to learning and assessment processes for learners.
- 6.5. The student is responsible to access any information required about learner support from the Institutes Student Handbook.