Right Choice Training

RTO No: 45790

Learner Support Policy and Procedure

Right Choice Training Learning Support

Identifying Learning Support Services

Introduction:

Learner Support is an individualised support service that helps learners that are facing personal or learning challenges to manage these while studying so that they can complete their training and transition to sustainable employment.

Right Choice Training is committed to providing appropriate learning support if learners individual needs are identified during the study. For learners with complex personal and learning support needs that are beyond the capacity of the Right Choice Training to support on their own, Right Choice Training can refer their learners to external support services as and when required.

Purpose:

The main purpose of the learner support services is to outline the support services available for learners providing them access to the educational and support services needed to meet the requirements of their course.

Scope:

This policy ensures that all learners have access to support services for individual issues during the period of enrolment and course study

Procedure:

Right Choice Training aims to provide a personalised, innovative teaching and supportive learning environment in which learners receive a valuable educational experience. This occurs within a framework in which learners are responsible for their own learning while being actively supported by trainers and assessors, staff and management within Right Choice Training. By responding to individual student needs Right Choice Training seeks to support each learner to achieve their potential through early identification of, and response to, personal and academic issues which may have the potential to adversely affect their educational achievement.

Right Choice Training will:

- Assist all learners

- Have in place strategies for trainers and assessors to identify learners who require additional support

- Determine the support needs of individual learners and provide appropriate support to these learners

- Make available current information about support services to staff and learners, which can be readily accessed

- Encourage learners with educational or personal support needs to access support from relevant internal and external support services

Learner Support Services

During the enrolment process, Right Choice Training personnel will engage with prospective learners in a number of ways in order to understand their individual needs and how we can best provide services to each learner in order to maximise their chances of successfully completing the selected training program. We engage with learners in the following ways:

- **First Point of Contact**. During the first point of contact, the learner will be engaged either over the phone, email or in-person to determine their training requirements and their vocational goal. This information will be used to align the learner with a particular program that we offer or to refer the learner to a different training organisation. Following the first point of contact, the learner will be given an enrolment package which includes the enrolment form to gather personal information about the learner.

- **Enrolment form**. The enrolment form includes specific questions for the learner in regard to their cultural and educational background. The enrolment form also includes questions relating to their spoken English ability and their skill in literacy and numeracy. There is also a specific question that asks the learner if they have any individual needs that may prevent their full participation in the training program. This information is gathered and considered during the enrolment interview.

- **Pre-Training Review.** Once the enrolment form is received, Right Choice Training personnel will review the information and will request the learner to complete the pre-training review. The pre-training review forms a part of the enrolment process and it assists Right Choice Training to identify learners' suitability to undertake study in the relevant course by identifying:

    o The learner's understanding of the potential job/career outcomes

    o What the learner already knows about the relevant industry/course.

    o If the learner has self-identified any potential difficulties that may impact their studies

    o The learner's preferred learning style

    o Why items/interactions have influenced their decision to study their chosen course.

This multipoint approach ensures that learners entering a training program with Right Choice Training will have their individual needs identified which enables the allocation and arrangement for the applicable support services which may be supplied internally or by an external provider.

Identifying learners who require support

The enrolment form and the pre-training review will trigger the initial identification of learner support needs. In addition, a learner may be identified as requiring additional

support if they are not progressing satisfactorily in their course or where their emotional or medical welfare is reasonably considered to warrant some form of intervention by Right Choice Training Trainers and Assessors.

A learner may require additional support due to a number of factors. These might include but are not limited to:

- A medical illness, injury, health or psychological condition or disability
- A significant life stressor
- English language proficiency
- Family or carer responsibilities
- Not completing assessment tasks within the designated schedule as outlined in the students training plan.

Any contact made with learners will be documented on the students file in the student management system including any relevant documents and files that relate to the discussion and support provided to the learner.

Learners are encouraged and welcomed to contact Right Choice Training throughout their learning to seek assistance, clarification, support, and guidance in relation to their learning.

Learners, who experience difficulty during their learning and assessment, are advised through the learner handbook to immediately speak to their trainer. Upon advising Right Choice Training, the steps outlined above will be taken to clarify the individual's situation.

In the event that Right Choice Training is unable to provide the appropriate support required, Right Choice Training will provide information to the learner on alternative learning options. Where a learner requires specialist assistance, Right Choice Training will suggest learners contact appropriate organisations, where they have the capability of assisting learners with special requirements

Core Skills Support

Core skills are critical to almost all areas of work. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as comprehending written work instructions and producing written documents. The Australian Core Skills Framework (ACSF) describes each of the five core skills of learning, reading, writing, oral communication and numeracy. Staff not familiar with the ACSF are recommended to study the information available at the following two sites:

https://www.education.gov.au/australian-core-skills-framework

www.precisionconsultancy.com.au/acs_framework

Research has indicated that many adult learners do not have the language, literacy and numeracy skills they need to effectively participate in vocational education and training.

The increasing importance of core skills such as communication in the workplace highlights the need for underpinning language, literacy and numeracy skills.

To support this approach Right Choice Training will:

− Assess a learner's core skills during their enrolment on an as-needed basis to ensure they have adequate skills to complete the training;

− Support learners during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered;

− Provide clear information to learners about the detail of the core skills assistance available;

− Refer learners to external language, literacy and numeracy support services that are beyond the support available within Right Choice Training and where this level of support is assessed as necessary; and

− Negotiate an extension of time and other support arrangements to assist learners to complete training programs if necessary.

Core skills assessment

The following procedure is to be followed in order to assess a learner's core skills:

- **Initial assessment.** When completing the enrolment form, the prospective learners is asked: Do you consider that you have the literacy and numeracy skills to undertake the course? This information is reviewed to determine if there are any indicators for required support. If support is required, this will be recorded in the enrolment form and the support request will be forwarded to the RTO Business Manager to arrange for an interview to further determine support requirements.

- **Pre-Training Review.** Responding to the identified need for support resulting from the enrolment form, the learner will be requested to complete a pre- training review which as specific questions about their prior qualifications and LLN assessment requirements. If learners do not have prior education equivalent to the AQF level they are enrolling in, they are required to complete the LLN assessment. For example- if the learner is enrolled in the BSB50120 Diploma of Business, the learner needs to complete LLN Assessment if they do not have prior education equivalent to AQF level 5.

- **Core skills Indicator Assessment.** Depending on the information gained from the enrolment form and pre-training review, if required, learners have to complete a comprehensive Literacy, Language & Numeracy Assessment to determine where the learner has specific language and literacy deficits and to determine what support is required to undertake Right Choice Training training. The Language, Literacy and Numeracy Indicator Assessment is available in the forms folder as well as in a soft form along with the pre-training review form.

Supporting learners with language, literacy and numeracy deficits

Where it is determined that a learner does have deficiencies with their core skills, Right Choice Training is to adopt strategies that enable the learner to progress in their desired training program. The following strategies are to be considered and will be informed by the level of language, literacy or numeracy deficit determined during the assessment:

− Negotiate a training program with the learner that recognises that additional time will be required to appropriately support the learner to complete the training.

− Obtain a strong commitment from the learner that they will provide personal effort that is in addition to that normally required to undertake the training program.

− If agreed to by the learner, engage with the learner's employer to negotiate the additional time and effort required to appropriately support the learner during the training program.

− Provide the learner with a list of the words and terms which are highly relevant to the workplace skills and knowledge being delivered within the training program. This list should be practised with the learner to get them comfortable with identifying the words and their meaning. This list should be expanded over time and acts as a "vocational vocabulary" and will focus the learner on small steps of achievement.

− Program sessions where learning information that would usually be delivered to the learner via their own reading is presented to the learner verbally and is supported by questions and answers.

− Make arrangements to regularly engage via teleconference with the learner to monitor their progress and adjust the support strategies.

Referring the learner for language, literacy and numeracy assistance

Where it is determined that a learner has core skills that are beyond the support available within Right Choice Training, the learner should be referred for dedicated language, literacy and numeracy training. This training is available through most public training providers. These courses have been designed to provide learners with the opportunity to gain specific language, literacy and numeracy skills required in a vocational or work environment, which meet the requirements to gain entry into a range of vocational qualifications and gain language, literacy and numeracy related employability skills.

Deciding to refer the learner

The decision to refer a learner to another training provider for language, literacy and numeracy training will be based on the level of assessed core skills deficit and the learner's motivation to improve their abilities.

As a general guide:

− If the learner does not currently possess the basic skills to perform training and development tasks in the workplace, they **should** be referred for assistance which should occur prior to enrolment with Right Choice Training.

–   If the learner's skills are adequate for the workplace but will hinder their participation in training, they **should not** be referred. Instead, Right Choice Training is to design and implement suitable support services to enable their training and assessment.

If support services are identified, the following is a guide to support that can and should be provided:

Individual need	Support Service
Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided	Learners requiring additional support to understand the pre-enrolment information requirements are to be engaged in additional one-on-one sessions to talk the learner through the information contained within the learner handbook, the applicable course brochure and the schedule of fees and charges. It is preferable if these sessions are conducted face-to-face.
Minor LLN needs that would inhibit the participation	Course schedule, Learning and assessment tools and method can be adjusted accordingly to learners need and to support them in their learnings. Personalised trainer support to provide individual support during learning activities and reasonable adjustment during assessment activities. This support must be coordinated through the RTO Business Manager to ensure suitable personalised trainer support. A virtual one to one course can be offered, and the course structured altered to accommodate the learner.
Significant LLN needs that would prevent participation and completion of the course	Refer the learner to TAFE or other service providers to complete Course in Language, Literacy and Numeracy • Read- Write- Now: https://www.read-write-now.org/ • Reading writing hotline https://www.readingwritinghotline.edu.au/ • NSW: https://www.tafensw.edu.au/article/-/blogs/get-help-to-study-tafe-nsw-student-support • QLD: https://tafeqld.edu.au/courses/tells/index.html • SA: https://students.tafesa.edu.au/getting-help/learning-support#Language%20Support • Victoria: https://www.kangan.edu.au/tafe-courses/literacy-and-numeracy-support-2386 • WA: https://www.southmetrotafe.wa.edu.au/courses/english-languages-and-foundation-studies • TAS: https://www.tastafe.tas.edu.au/students/foundation-and-study-skills • NT: https://www.cdu.edu.au/academic-language-learning

Individual need	Support Service
Recognised difficulties in studying and learning	Where appropriate to the program learners identified with recognising difficulties in studying and learning are to be scheduled with additional one-on-one support sessions at regular intervals throughout the course program. These support sessions are to be used to review the learning content with the learner and to engage the learner in a discussion about the subject matter. These sessions should be structured in accordance with the planned learning applicable to the course program. The study sessions should direct learners back to the course reference material in order to encourage their individual self-paced effort.

The following online resources are also useful for providing learner support to study:

Effective Study skills
A useful quick overview of study skills
www.adprima.com/studyout.htm

How to Study
A large directory to study skills websites, including ho study in specific subject areas.
www.howtostudy.org

Study Guides and Strategies
A wide-ranging overview of the skills needed at all sta of learner life.
https://www.educationcorner.com/study-skills.html

Study Skills Self-Help
Covers important skills such as time management, note taking and exam preparation.
https://www.ucc.vt.edu/academic_support/study_skill formation.html |
| Work hours are restrictive which would prevent the learner from attending training from Monday to Friday. | Courses are offered online and as a self-paced study which will help to accommodate the availability of the learner. Where required, the timeline and course schedule can be adjusted to meet learner needs |
| English as a second language | Virtual sessions through virtual classroom/zoom meetings can be offered and course structured altered to accommodate more flexibility in learnings |

Individual need	Support Service
Financial difficulties that prevent the full payment of fees in advance.	Offer fees on a payment plan with a small initial payment to be made in advance then small fortnightly payments as a direct debit.
Learner suffers from a nervous/anxiety disorder.	Training and assessment are deliberately offered in a relaxed mode without time pressures. If required additional support can be referred.
Learner required counselling support and advice about their personal situation	The learner may be referred to: − Lifeline 13 11 14 − Beyond Blue 1300 22 4636 − Salvation Army Family Welfare Centres − Catholic Care, Family Support Service
Learners with a disability or medical condition	All possible allowances may be provided to persons with disabilities. Assessors are to use their judgement in assessing the learner's ability to perform tasks in a safe manner.
Learners with visual impairment	Learners with visual impairment can be supported by supplying internal learning resources with a larger printed font. Learners can also be supplied with audio recordings of learning sessions where appropriate.
Learners who are Aboriginal and Torres Strait Islander	Refer to ATSI Cultural Awareness Policy
Information Technology (IT) support	Learners are provided with instructions and guidance on how to access and navigate through the Learning Management System and simulated business resources. Ongoing support and troubleshooting are provided on an as needs basis.

Other individual needs can be considered on a case-by-case basis in consultation with the Chief Executive Officer.

Reasonable adjustment

The purpose of this policy is to ensure students with a disability are provided with the same learning opportunities as students without a disability and the same opportunity to perform and complete assessments as those without a disability.

Right Choice Training enables reasonable adjustments to be made to assessment procedures for people with special needs, such as people with disabilities or with language or literacy difficulties. Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with a disability, to the maximum extent that those adjustments do not cause that education provider unjustifiable hardship. The Disability Discrimination Act 1992 includes a very broad definition of disability, including illness or disease, past disability and present disability. Students could have a range of disabilities such as:

- Learning disabilities

- Sensory impairments (including vision, hearing or speech impairment)

- Physical or mobility impairments

- Psychological or psychiatric impairments (or mental illness)

- Disabilities, such as cerebral palsy or head injury, which may result in multiple impairments

- Medical conditions such as HIV or AIDS, cancer, or chronic fatigue syndrome (which may result in multiple disabilities)

- Intellectual disabilities.

Right Choice Training treats every case relating to reasonable adjustment individually. Students can inform Right Choice Training of their disabilities through the enrolment form or during the Pre-Training review process. Disclosure of a disability is the choice of the student and is not a requirement for participation in an accredited course or a non-accredited course. But encouraging students to share information about the impact of their disability on their learning helps to justify and make the necessary reasonable adjustments

Reasonable adjustment will be provided for learners with special learning needs (such as a disability or learning difficulty) according to the nature of their learning requirement. Learners may negotiate to customise assessment tasks to meet their individual needs in relation to a workplace setting, interests, learning style, literacy, disability or cultural background.

Reasonable adjustments ensure that participants are not presented with barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment.

A learner seeking a reasonable adjustment in an assessment must discuss their requirements with the Trainer and Assessor prior to the start of the component of study or at the earliest possible time. learners may be requested to provide documentation to support their request for reasonable adjustment.

If a reasonable adjustment to an assessment task is made, this will be recorded on the LLN Support and Action Plan and a copy kept in the student file. The original integrity of the assessment must be maintained.

The Learning and assessment instructions outline the recommended way to allow learners to demonstrate their competence. Learner individual needs may require a reasonable adjustment to the Learning and assessment tasks to accommodate those needs.

Flexibility is encouraged to ensure that learners get the opportunity to demonstrate their competency. Trainers and Assessors should use the evidence-gathering tools to ensure alternative scenarios are comprehensive.

Right Choice Training will make the following reasonable adjustment depending upon requirements:

For the learning:

- Provide learners with adequate learning resources that suit their learning needs
- Flexibility – allowing the learner to complete learning at their own pace within an agreed timeframe
- Advise the trainer of the learner's special needs and provide direction for the trainer

During the assessment:

- Provide the learner with a hard/soft copy of the assessment tasks
- Provide the learner with access to a trainer for assistance with project/scenario tasks
- Substitution of specific assessment methodology with other agreed methodology that maintains the integrity of the assessment
- Flexibility allowing the learner to complete the assessment at their own pace within an agreed timeframe

The below table describes students' rights and Right Choice Training responsibilities

Student's Rights	Right Choice Training Responsibilities
Right to seek admission and enrol on the same basis as prospective students without disability or disadvantage including the right to reasonable adjustments	Take reasonable steps to ensure that the enrolment process is accessible. Consider students with a disability or disadvantage in the same way as students without disability or disadvantage when deciding to offer a place.

	Consult with the prospective students or their associates about the effect of the disability or disadvantage on their ability to seek enrolment; and any reasonable adjustments necessary
Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability or disadvantage are able to participate in education and training on the same basis as students without disability or disadvantage	Take reasonable steps to ensure participation. Consult with the student or their associate about the effect of the disability or disadvantage on their ability to participate. Make a reasonable adjustment if necessary. Repeating this process over time as necessary.
Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability or disadvantage and to have reasonable adjustments to ensure they are able to participate in education and training.	Enable students with disability or disadvantage to participate in learning experiences (including assessment and certification). Consult with the student or their associate. Take into consideration whether the disability or disadvantage affects the student's ability to participate in the learning experiences
Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability or disadvantage.	Implement strategies to prevent harassment or victimisation. Take reasonable steps to ensure that personnel and students are informed about their obligation not to harass or victimise students with disability or disadvantage. Take appropriate action if harassment or victimisation occurs. Ensure complaint mechanisms are available to students