Learner Support Policy

1. Quality Statement

We will ensure that **all** learners are provided with a supportive educational experience that is responsive to their individual needs, and that they are given equal opportunities to successfully pursue their vocational and educational goals through participation in our programs.

This policy applies to all current and prospective learners and should be considered in relation to other relevant parts of the Quality System (see Section 6).

2. Quality Standards

2.1 External Standards

- Outcome Standards for RTOs
    - Standard 2.3: VET Students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product.
    - Standard 2.4: Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.
- Skills SA UAN Guidelines
- NSW Smart and Skilled Quality Framework, Operating Guidelines and Contract Terms and Conditions
- Disability Discrimination Act 1992
- Disability Standards for Education 2005

2.2 Internal Standards

- Annual audit will confirm that **all** courses offered in previous 12 months have a Training and Assessment Strategy that details the pre-requisites and LLND requirements (i.e. ACSF and ADCF) to successfully complete the course and describes the characteristics and needs of the specific learner cohort.

- Annual audit will confirm that **all** reviewed learners have been assessed for their suitability and support needs prior to confirmation of their enrolment; assessments have been reviewed to identify any support needs; and support needs are met.

- Completion rates for all courses are above 90%.

- Learner satisfaction survey results are above 90% satisfaction.

- Student Support Policy and Procedure and all supporting documentation are reviewed as scheduled

Policy Name and Code	Learner Support Policy and Procedure V.25.1 (SSP-PPD-V25.1)		
Effective Date	24-Apr-2025	**Policy Owner**	National RTO Manager and/or State Training Managers
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3. Quality Principles

The welfare and success of our learners is paramount. We believe that every learner deserves an equal opportunity to meet their educational and career goals, and it is the RTO's obligation to provide every reasonable support to our learners to achieve those goals.

Supporting leaner success depends on a holistic approach that requires a comprehensive understanding of the whole person, their goals, needs and barriers to learning. We work together with the learner and other stakeholders to ensure we gain that understanding, and we use it to offer inclusive and flexible learning and assessment options with the educational and additional support services required for success.

Educational and support services include:

- Pre-enrolment Support
    - o Provision of clear, accessible information and guidance to help students make informed decisions about their courses.
    - o Access to pre-enrolment materials that outline course details, expectations, and requirements.
- Upfront assessment of needs
    - o Prior to confirmation of enrolment, learners will be assessed against the following areas to determine course suitability and support needs.
        1. Ability to communicate effectively in English
        2. Ability to meet course pre-requisites (e.g. qualifications, experience, licenses etc.)
        3. Ability to meet industry regulatory requirements (e.g. police check, working with children check, age)
        4. Literacy and numeracy
        5. Digital literacy
        6. Career goals and aspirations
        7. Understanding of course pathways
        8. Aptitude for learning
        9. Any relevant physical and mental health issues, disabilities or learning disorders
        10. Any other factors that may affect learning (e.g. access to technology, time pressures, cultural issues, remote location etc.)
- Learning and Study Support
    - o Provision of Language, Literacy, Numeracy and Digital (LLND) skills programs or referrals to these services.
    - o Access to study skills programs and support to develop effective learning techniques.
    - o Flexible delivery options, additional learning resources and tutorial support, as required to cater to individual learning needs.
    - o Access to Information and Communications Technology (ICT) support, specialised technical assistance, and resources.
    - o Use of assistive technology, equipment, and other resources to support students with disabilities or special learning requirements.
    - o Availability of learning materials in alternative formats (e.g., large print) to enhance accessibility.
    - o Contextualised learning and assessment programs tailored to specific workplace environments.

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- Flexible Delivery and Assessment
  - Adjustments to training and assessment schedules to accommodate individual student needs, ensuring fairness and equity.
  - Customisation of delivery methods and assessment processes to suit diverse learning needs and circumstances. i.e. reasonable adjustment
- Wellbeing and Counselling Services
  - Referral to appropriate external counselling, mental health services, and support networks for vocational, emotional, and psychological assistance.
  - Access to mediation services or referrals to these services for conflict resolution.
  - Age-appropriate, culturally sensitive resources will be available to young learners.
- Equipment and Resources
  - Ensuring that learning environments and resources are accessible and inclusive for all students.
  - Provision of specialised equipment, resources, and programs in multiple formats to increase access for students with disabilities and other students in line with access and equity principles.
  - Accessible resources are made available for online learners, including screen reader-compatible materials, closed-captioned videos and downloadable content in multiple formats (PDF, audio, etc.) to accommodate diverse learning needs.
- Child-Specific Support:
  - Young learners will have access to a designated support officer trained in child safety practices, ensuring they have a trusted point of contact for any concerns. This person may be external to CERT.
  - Parents and guardians will be engaged and informed of available services, where appropriate.
  - Designated safe spaces will be established for young learners where they can feel supported, heard, and safe.
- Financial and Other Support Services
  - Referral to financial support and assistance services to help students manage the costs associated with their studies.
  - Any additional services deemed necessary to support students in achieving competency, based on their individual circumstances.

4. Roles and Responsibilities

4.1 Training Coordinator - Responsible for collecting and reviewing all evidence of learner support needs, then consulting with trainer and any external resources (i.e. employers, Success and Wellbeing Services (SWS) Coaches, foundation skills teachers) to arrange and monitor required supports.

4.2 Trainers - Responsible for contributing to and implementing support plans, and monitoring effectiveness of supports, and learner progress.
4.3 National RTO Manager and/or State Training Managers (Policy Owner) - Accountable for maintaining access to programs required to complete UAN/LLND assessments. Accountable for ensuring each team member is equipped with the knowledge and skills to perform the required tasks.

4.4 Quality Assurance Lead - Systems and Standard - Responsible for ensuring Policy is reviewed as per schedule; consulted on requirements and standards for the student support process.

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4.5 Quality Assurance Lead - Assurance and Continuous Improvement - Responsible for conducting regular audits on student support results

4.6 General Manager - Quality Assurance - Accountable for effective operation of Quality Assurance System and Processes

4.7 Marketing Manager - Responsible for ensuring clear communication in all Marketing and Promotions materials that refer to students who will need to complete this process

4.8 External partners - Responsible for the provision of learner needs assessment (e.g. ACER) and support (e.g. ATEC) as directed

5. Procedure

The purpose and principles of student support, as outlined above, are consistent across all our courses. However, the requirements of specific courses, clients and funding bodies can vary significantly. Choose the relevant process map below.

1. Assessing and Supporting Student Needs
2. Upfront Assessment of Learner Needs (SA funded only)

6. Related Documents and Tools

6.1 Guides, Forms, Tools and Resources

- Student Handbook

- Enrolment Form (SA funded learners version)

- Learner Suitability and Support Needs Assessment

- Individual Learning and Support Plan

- Reasonable Adjustment Plan

- Course Orientation Presentation

- Participant Agreement Form (SA funded learners only)

- ACER Core Skills Profile for Adults (SA funded learners only)

- Upfront Assessment of Needs Guidelines and UAN Suitability and Support Needs Assessment Guide
  (SA funded learners only)

- Success and Wellbeing Services webpage and Promotional Toolkit (SA funded learners only)

- Australian Core Skills Framework (ACSF)

- Australian Digital Capability Framework (ADCF)

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6.2 Policies

- Learner Enrolment Policy and Procedures

- Continuing Professional Development Policy and Procedure

7. Feedback

- Learners and staff are encouraged to submit feedback on the Learner Support Policy and related Procedures via the RTO's Quality Improvement Portal. Please submit your feedback by clicking this link.

- Feedback is reviewed regularly to support continuous improvement.

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