

Policy and Procedure

Learner Support

13 December 2023 Version 1.3



Policy

At RAISE Training, we make sure that our training and assessment methods not only meet but also support learners in reaching the expected standards and achieving competence.



Purpose

RAISE Training shows its dedication to building trust in the quality of certification by supporting learners to meet expectations and attain competency. This commitment boosts confidence in certificates issued.



Scope

This policy applies to all staff engaged in providing client support services to learners.

Definitions

Access and Equity - involves implementing strategies and practices to address the specific needs and potential barriers faced by individuals in accessing and participating in Vocational Education and Training (VET). Here are some common components:

- Offering flexible learning arrangements to accommodate diverse needs, including options for part-time study, online courses, or other flexible scheduling to support learners with various commitments.
- Ensuring that training programs and support services are culturally sensitive and inclusive, acknowledging and respecting the diversity of learners' backgrounds.
- Implementing measures to enhance physical and digital accessibility, making learning environments and materials more inclusive for individuals with disabilities.
- Offering processes to recognize and credit an individual's existing skills and knowledge, acknowledging prior learning and experiences.
- Providing training for staff to raise awareness and enhance their ability to support learners from diverse backgrounds effectively.
- Continuously reviewing and improving policies and practices based on feedback and evolving needs to ensure ongoing effectiveness in promoting access and equity.

Support Needs of Individual Learners

We identify the support requirements of individual learners by consulting with industry groups and representatives. Past consultations, along with feedback from course facilitators and learners, are carefully considered. Identified improvements are then prioritised.

If some or all of the needed services aren't directly available, we will take steps to refer students to specialist services that can potentially assist them with their specific needs.

Training and Assessment Strategy Feasibility

To ensure that learners can meet the proposed requirements of the training and assessment strategy and practices, we consider the volume of learning or the duration of the training course during the validation process.

Each Training and Assessment Strategy outlines relevant educational and support services provided to learners, along with contingency options available to address any unforeseen challenges.

We ensure staff and learners have access to the necessary learning resources, facilities, and equipment. These provisions are in accordance with the guidelines outlined in the relevant Training Package and are specified within each Training and Assessment Strategy.

To ensure sufficient staffing, facilities, and equipment for the number of learners in a training program, enrolment numbers are monitored. These are either capped, or suitable accommodations are arranged to ensure adequate support for all learners.

In cases where RAISE Training faces challenges in acquiring the facilities, equipment, and resources necessary, alternative arrangements are made with relevant suppliers. This may include conducting training and assessment at a client's premises or utilizing client-provided equipment.

Access to Information

Current and accurate information about course requirements is made available to learners prior to enrolment through our website and is also provided to prospective clients via email for them to make an informed decision about undertaking training with us.

Updates to industry requirements and/or legislation that may affect a learner's service is disseminated to them through our website or through direct communications such as email notifications, website blogs or newsletters.

General information to learners will include relevant information about the course such as the related unit of competency, estimated duration, location, and delivery modes etc.

Educational and Support Services

We will clearly outline the services and options available to learners in each Training and Assessment Strategy. This includes ensuring equitable access to all necessary support services, so that no student faces any disadvantages.

We will communicate any limitations on access to resources in pre-enrolment information. This ensures that learners can make informed decisions about whether the training course suits their needs.

All students are asked to complete an appropriate Learning, Literacy and Numeracy (LLN) assessment before beginning a course. This is to determine if a student may require additional support to complete the course successfully.

Student responses are considered by the course facilitator using associated guides to the LLN. The range of answers and characteristics for each question is provided in this guide.

The scores are indicative only. It is up to the course facilitator to determine if the student can complete the course successfully or whether they may need additional support.

The course facilitator is to hold appropriate qualifications for conducting the LLN.

If the student requires extensive support, they will be referred to an appropriate support service, including but not limited to the following:

- o NSW specific support
<https://www.tafensw.edu.au/courses/literacy-and-numeracy>
- o Reading Hotline on 1300 6 555 06 or visit the website at <http://www.readingwritinghotline.edu.au/>.
- o Adult Migrant English Program
<https://www.education.gov.au/adult-migrant-english-program-0>
- o For Students to practice numeracy there are free resources at <http://oggiconsulting.com/resources/>
- o LLN support resources for students at <http://www.bbc.co.uk/skillswise/english>

For further information please refer to the **Training and Assessment Strategies and Practices** policy and procedure.