

# Additional Support Policy – CPL033

## Purpose

Shafston International College (Shafston) is responsible for ensuring the educational and support services it provides meet the needs of the learner cohort/s undertaking Shafston delivered training and assessment.

This Shafston policy complies with the requirements of the ASQA Standards for Registered Training Organisations 2015, the [Disability Discrimination Act 1992 \(DDA\)](#), and the [Disability Standards for Education 2005](#).

This policy ensures Shafston has mechanisms in place to collect, analyse and act on any support requirements that are additional to the provision of standard services. This ensures individual learners are provided access to the educational and support services (Learner Support) and/or Environment, process or practice adjustments (Reasonable Adjustment) necessary for them to meet the requirements of the training product as specified in training packages or VET accredited courses.

This policy also ensures that Shafston determines the amount of training required in accordance with the requirements of the relevant training package and in consideration of each individual learner's existing skills, knowledge and experience with respect to the relevant vocational competency.

## Policy statement

Shafston is responsible for collecting, recording, evaluating and acting on additional support information that could adversely impact a learner's ability to undertake and complete a course.

This includes, but is not limited to, any disability or impairment that restricts access and equity as well as English language, literacy and numeracy (LLN) information obtained from learners prior to enrolment and prior to the commencement of their first unit of competency.

**Educational and 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 in accordance with 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 alternative formats, for example, in large print;
- k) learning and assessment programs contextualised to the workplace
- l) reasonable adjustments for any disability or impairment
- m) referral to Learner Support Services (LSS) for learners with complex support needs (if applicable)
- n) Foundation Skills Bridging Units or accredited modules aimed to support the learner's successful completion of a qualification
- o) Referral to Foundation skills course aimed to help the learner achieve the minimum literacy and numeracy level before they can enrol in a publicly subsidised vocational course
- p) any other services that the RTO considers necessary to support learners to achieve competency.

## Definitions

The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (SRTOs) 2015.

**Language, Literacy and Numeracy (LLN)** Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately and in a range of context; the integration of speaking, listening, and critical thinking with reading and writing. LLN includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text.

(From National Quality Council, Training Package Glossary)

**Learner support needs** The needs of learners which require specific and/or additional attention.

Support needs may be determined by: physical, psychiatric, intellectual or sensory disabilities; learning difficulties; culture, gender, age, language and background.

(From VET Glossary 5th Edition, 2017)

**Learner support strategies** The strategies used to address learner support needs. These may include: providing referrals to internal and/or external services such as language, literacy and numeracy support, disability support services, counselling support, or

incorporating techniques such as: modelling/demonstrating, chunking, providing opportunities to practise, and drawing on range of resources from learners' first language, including peer support.

(From VET Glossary 5th Edition, 2017)

## Area Specific Information

### Identifying Learner's Additional Support Needs

- a) Each eligible learner of Shafston is asked to provide information prior to enrolment to a full qualification regarding any additional support requirements. The Shafston Enrolment Form and Upfront Assessment of Needs Process provides learners with the opportunity to identify and advise if they are aware of LLN issues, disabilities or impairments that may impact their ability to undertake study in their chosen course.
- b) Shafston will conduct an upfront assessment of need before commencement of training or after Shafston confirms the learner's eligibility, and/or once the training contract for trainees and apprentices is established. SHAFSTON will ensure that an upfront assessment of need is undertaken at the earliest possible opportunity and manage any identified support needs.
- c) Shafston may identify and manage learner support needs at the time of enrolment, and /or anytime during the delivery of training.
- d) Shafston will still conduct upfront assessment of need prior to enrolling a prospective learner or current learner in any full qualification, even if SHAFSTON has already undertaken upfront needs assessment for that individual in relation to a different full qualification.
- e) Shafston will document the results of the upfront assessment of need and ensure that this is reflected and managed in the learner's training plan and records.
- f) Shafston's upfront assessment of need involves, but will not be limited to the following:
  - i. Eligibility assessment to assess eligibility of learner for the course (See Shafston International College's Enrolment Policy)
  - ii. Entitlement assessment for subsidised training (See Shafston International College's Enrolment Policy)
  - iii. Suitability assessment to assess whether the individual is facing any barriers or issues in their lives, in their learning or in transitioning into study that might impact on their ability to participate successfully in their training.
  - iv. LLN skills assessment to ascertain whether the level of the qualification and proposed learning strategies and materials are appropriate
  - v. Determining the most suitable qualification for the learner, based on the learner's existing educational attainment and capabilities



- vi. Offering RPL to the learners when applicable, explain credit transfer obligations and identifying any relevant competencies previously achieved (See Shafston International College's Recognition of Prior Learning Policy)
- vii. Assessing the need for additional support
- viii. Identifying any actions or strategies to be implemented to address identified needs for the learner including any adjustment required to the learning program, delivery of learning and materials used for learning to ensure that retention and completion outcomes are improved. An individualised Learner Support Plan is created for any learner identified as requiring additional support or learning adjustment.

### **Access to Educational Support Services**

- a) Shafston ensures individual learners are provided 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.
- b) Shafston will ensure that learners are made aware of opportunities for recognition before they start training and that adequate information, support and opportunities are provided to the learners to engage in the Recognition of Prior Learning (RPL) process when applicable. (See Shafston International College's Recognition of Prior learning Policy)
- c) Shafston may engage a third party to provide specific training and assessment for Foundation Skills or Bridging Units when applicable. All subcontracting or partnership agreements will be following the directions for subcontracting. (See Shafston International College's Partnering Policy)
- d) Shafston may enter into a Service Agreement with an LSS service provider in order to refer learners with complex support needs and who are needing LSS in order to increase retention and course completion. All subcontracting or partnership agreements will be following the directions for subcontracting. (See Shafston International College's Partnering Policy)
- e) Shafston will assist learners who are not assessed as suitable to explore other options by referring such individuals to alternative courses or to relevant funding body agencies or the Employment Service Provider (if applicable).
- f) Shafston will ensure that when additional costs are required to provide additional support, the learner will be notified and provided information prior to enrolment as this may increase the course fees.
- g) Shafston will inform learners prior to enrolment of any limitations to the additional support Shafston can provide, so learners can make informed decisions regarding their training.



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### **Provision for Reasonable Adjustment**

- a) Upon learner advice of any disability or impairment that may impact on their studies, Shafston will review the information provided and where necessary, make contact with the learner to determine the additional support requirements.
- b) Shafston will arrange for reasonable adjustment to be applied to training or assessment tasks where it is appropriate. Shafston will ensure that the reasonable adjustment applied does not impact the integrity of the training package requirement. (See Shafston International College's Training and Assessment Policy)

### **Additional Support Assessment**

Each eligible learner of Shafston is asked to provide information prior to enrolment to a full qualification regarding any additional support requirements. The Shafston Enrolment Form and Upfront Assessment of Needs process provides learners with the opportunity to provide information and select options identifying if they are aware of LLN issues or impairment that may impact their ability to undertake study in their chosen course, as well as possible opportunities for recognition of prior learning.

Shafston International College's Reasonable Adjustment may be provided in any of the following forms:

1. note taking support
2. course materials offered in alternate formats
3. extra time or extensions for assessments
4. alternate assessment tasks
5. use of laptop or ipad for assessments
6. use of assistive technologies
7. mentoring or coaching support
8. an Auslan interpreter, or
9. other adjustments

(Additional cost may be required to cover this assessment which are payable by the student)

### **Language, Literacy and Numeracy (LLN)**

The Language, literacy and numeracy assessment is part of Shafston International College's initial skills and upfront needs assessment process. LLN assessment will help to ensure prospective learners have the minimum levels required to access the vocational course of their choice. This will also serve as the basis to demonstrate when prospective learners are below minimum levels and therefore require access to a foundation skills course or foundation skills bridging units.

## LLN Assessment

The Shafston uses course specific LLN Assessments to review and assess each learner's training needs, relevant current competencies, Language, Literacy and Numeracy skills and eligibility for Recognition of Prior Learning (RPL), foundation skills and bridging units. If the learner does not reach the LLN benchmark required for their course from completing LLN Assessment, the trier will discuss this with the student.

Information gathered through the LLN assessments will be used to facilitate provision of additional support required in areas such as language, literacy and learning and assessment, whilst ensuring that learners receive the maximum outcomes and benefits from the training, in relation to set learning objectives, career opportunities and skill level.

The procedures relating to the Shafston International College's LLN assessment are in accordance with the Upfront Needs Assessment Procedure Document.

When the LLN assessment outcome identifies that the learner does not have adequate language, literacy and numeracy levels of their chosen course, the trainer will:

- Explain to the learner the challenges that will be encountered in completing the course with their LLN level.
- Offer the option to enrol in a similar course that accepts a lower foundation skills level.
- Offer the option to suspend their course for a period of up to 12 months to allow the learner to engage in a language, literacy and numeracy skilling program. They can then start their course once they are within one ACSF level for requirements of their course.
- Provide information on where they can obtain assistance with their LLN issue.

## Suitability and Support Needs Assessment

The Suitability and Support Needs assessment is part of Shafston International College's upfront assessment of need process. The purpose of this is to find out whether the individual is facing any barriers or issues in their lives, in their learning or in transitioning into study that might impact on their ability to participate successfully in their training. By identifying these issues before commencing with training, Shafston can plan to put in place support to improve the impact on the individual's learning.



These are examples of support that can be provided.

Category	Support
Understanding of course expectations	<ul style="list-style-type: none"><li>• providing clear information on cost of course and additional expenses</li><li>• providing information on personal equipment required or providing the equipment</li><li>• offering RPL</li><li>• providing workplace information</li><li>• providing attendance &amp; participation information</li></ul>
Cultural support	<ul style="list-style-type: none"><li>• People from all social and cultural backgrounds will be equally treated and due respect will be given to people from culturally and linguistically diverse backgrounds.</li></ul>
Disability support	<ul style="list-style-type: none"><li>• Offering students with a recognised disability the necessary support services to meet their individual needs physically and academically through reasonable adjustments in accordance with the Disability Discrimination Act Education Standards;</li><li>• Development of individual access plan. (if required)</li></ul>
Personal issues/Family Support	<ul style="list-style-type: none"><li>• Flexibility to accommodate personal barriers;</li><li>• Identified staff member who can provide referral to support agencies;</li><li>• Referral arrangements for LSS</li><li>• Offering student support when they are dealing with family issues.</li></ul>
Further study or employment transitions	<ul style="list-style-type: none"><li>• Assistance with acclimatising to formal study environment/course expectations;</li><li>• Assistance with obtaining vocational placements;</li><li>• Liaison with employment services provider</li></ul>



Information Technology (IT) support	<ul style="list-style-type: none"><li>For some courses students are provided with access to online materials through an online Learning Management System (LMS) (Axcelerate) these students are provided with materials which support students to access these resources;</li><li>Providing the support to assist students in applying IT skills relevant to the training program by the RTO internal IT staff or qualified/experienced trainers.</li></ul>
Language, Literacy & Numeracy (LLN) support	<ul style="list-style-type: none"><li>Identified by the student conducting an LLN online assessment during the enrolment process where students are assessed against the ACSF levels for the qualification they are studying.</li></ul>
Mentoring/Coaching	<ul style="list-style-type: none"><li>Assisting students by offering a structured mentoring or coaching program by highly qualified trainers or other RTO staff</li></ul>
Professional Counselling	<ul style="list-style-type: none"><li>Referring students to professional external counselling services.</li></ul>
Study support	<ul style="list-style-type: none"><li>Students provided with guidance and resources to assist and guide them during self-based study.</li></ul>
Work-based training support	<ul style="list-style-type: none"><li>Offering support when a student is undertaking workplace learning and assessment.</li></ul>
Financial Support	<ul style="list-style-type: none"><li>Flexible payment arrangements/ options will accommodate individual circumstances.</li></ul>
Delivery methodologies	<ul style="list-style-type: none"><li>Varying teaching and learning methodologies; flexible assessment options to accommodate personal barriers.</li></ul>
Learning support	<ul style="list-style-type: none"><li>Support to assist different learner styles by providing strategies such as additional time to complete the course and assessment,</li></ul>





	contextualised resources, additional activities to assist in understanding or facilitation/teaching approach. (See below table for more details on Learner Support).
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Learner difficulty	Reasonable Adjustment
Maintaining concentration	<ul style="list-style-type: none"> <li>• additional time</li> <li>• access to a scribe</li> <li>• split sessions</li> <li>• separate assessment venue</li> </ul>
Expressing knowledge in writing	<ul style="list-style-type: none"> <li>• additional time</li> <li>• access to a scribe</li> <li>• multiple choice and short answer questions in preference to long answer questions</li> <li>• models and practical examples</li> <li>• oral assessment</li> </ul>
Spelling and/or grammar	<ul style="list-style-type: none"> <li>• additional time</li> <li>• access to a scribe</li> <li>• oral assessment</li> <li>• an audiotape or dictaphone</li> <li>• a personal computer with spelling and grammar checkers, dictionaries, thesauruses</li> <li>• special equipment</li> <li>• multiple choice and short answer questions in preference to long answer questions</li> <li>• models and practical examples for the learner to demonstrate what he/she means</li> <li>• other assessment methods such as taped interviews, slide presentations, photographic essays or models</li> </ul>
Numbers and numerical concepts	<ul style="list-style-type: none"> <li>• additional time</li> <li>• allow using a calculator</li> </ul>
Understanding spoken information and instructions	<ul style="list-style-type: none"> <li>• additional time</li> <li>• rest breaks</li> </ul>



	<ul style="list-style-type: none"><li>“ split sessions, on the same or successive days, to prevent the learner working for extended periods</li><li>“ simple direct language</li><li>“ instructions step-by-step</li><li>“ repetition of information given</li><li>“ asking the learner to repeat what she/he is required to do to check for understanding</li><li>“ demonstrating what is required</li></ul>
Communicating orally, for oral assessments	<ul style="list-style-type: none"><li>“ additional time</li><li>“ access to an interpreter</li><li>“ a personal computer with voice synthesiser</li><li>“ a reader of the learner’s work</li></ul>
English language	<ul style="list-style-type: none"><li>“ additional time</li><li>“ a dictionary and / or thesaurus</li><li>“ a personal computer with spelling and grammar checker, dictionary and thesaurus</li><li>“ a scribe or assistance with writing</li></ul>

### **Disability or Impairment**

The Student Service Officers will advise the Trainer in writing of any identified disability or impairment that may impact the studies of the learner. The Trainer is responsible for reviewing the information provided and where necessary making contact with the learner to determine any further additional support requirements. The support will vary depending on the individual needs of the learner.

Shafston Trainers may arrange for reasonable adjustment to be applied where it is appropriate to the assessment and does not impact the integrity of the training package requirements/benchmarks were approved by the Education Manager (See Shafston International College’s Training and Assessment Policy)

Shafston Trainers will develop a Learning Development Plan with the learner, which is then approved by the Education Manager.

Shafston trainers will endeavour to work with the learner to determine and provide reasonable access to training facilities, materials and resources to allow them to undertake their studies.

Where appropriate Shafston will seek external assistance to ensure additional support services are available.

### **Determining the Amount of Learning**

Shafston ensures each learner's skills and experiences relevant to respective vocational competencies are considered in the development of their learning plans. Shafston follows the procedures outlined in the Upfront Assessment of Need Procedures Document in determining how the learner's existing skills, knowledge and experience impacts the amount and level of training they will require.

### **Access & Equity**

Shafston does not discriminate against any learner enrolling or engaging in any course. Shafston International College's aim is to advise learners as much as possible on how they can attain support with any additional support requirements and how Shafston will be able to support them (including limitations of support). Ultimately, it is the learner's choice as to whether or not they wish to proceed with their enrolment. (See Shafston International College's Access and Equity Policy)

### **Records Management**

Shafston will document the upfront assessment of need for each learner in their learner record and training plan. All documents and reports generated through the process will be retained by Shafston on the learner's individual record following enrolment. All documentation are maintained in accordance with Reporting and Records Management Policy.

### **Monitoring and Improvement**

All practices relating to the initial skills and upfront needs assessment are monitored by the assigned Shafston staff and will be discussed at Compliance and Continuous Improvement meetings with areas for improvement identified and acted upon. (See Shafston International College's Continuous Improvement Policy)

Shafston will ensure that it will comply with any directions determined by the relevant funding authority from time to time in relation to the upfront assessment of need.



## LLN Support Services

Learners with LLN issues should be referred to the following services to discuss any additional LLN support services available to them:

a) Reading Writing Hotline

Phone: 1300 655 506

<http://readingwritinghotline.edu.au>

b) Australian Council for Adult Literacy (ACAL)

Phone: (03) 9546 6892

<http://www.acal.edu.au/index.htm>

c) NSW Adult Literacy and Numeracy Council (NSWALNC)

Phone: (02) 9514 3478

[www.nswalnc.org.au](http://www.nswalnc.org.au)

d) Resources for people teaching or tutoring adult literacy

<https://www.readingwritinghotline.edu.au/wp-content/uploads/2016/08/Literacy-Face-to-Face.pdf>

## Version History

Date	Summary of Modifications Made	Version
17/02/2023	Version 1 finalised.	1.0