



Nepean Community College

Learner Support Policy and Procedure

1.	PURPOSE.....	3
2.	POLICY	3
3.	STUDENT COHORTS.....	3
4.	STUDENTS WITH DISABILITIES	3
5.	IDENTIFYING STUDENT NEEDS.....	4
6.	LANGUAGE, LITERACY, NUMERACY AND DIGITAL SKILLS PRE-TRAINING REVIEW.....	5
7.	REASONABLE ADJUSTMENT	5
8.	EDUCATIONAL AND SUPPORT SERVICES.....	6
9.	MODIFYING RESOURCES FOR LLN/INCLUSIVE LEARNING	6
10.	ADDITIONAL SUPPORT SERVICES.....	6

1. Purpose

To document the approach that Nepean Community College (NCC) (RTO ID: 1223) will take to ensure that it determines the support needs of each individual learner prior to enrolment and to provide access to that support to individual learner needs throughout their training.

2. Policy

- NCC provides assistance and supports all clients to identify and achieve their desired outcomes in accordance with requirements outlined in the Standards for RTOs 2015. To meet these requirements NCC will ensure that it conducts a comprehensive Pre-Training Review for all students, prior to enrolment to ensure suitability of individual students for particular training programs.
- All delivery, assessment and instruction are carried out in English unless otherwise stated.
- NCC includes a question on their registration form asking whether a person requires adjustments due to the disability. This is used to inform NCC whether support or reasonable adjustments will be needed.
- NCC fosters a diverse, flexible and inclusive training environment. We encourage Indigenous Australians, people with disabilities, women and men along with culturally and age diverse applicants to apply.

3. Student Cohorts

- a) Student Cohorts for a course are outlined in the relevant contextualised Training and Assessment Strategy (TAS).
- b) Individual students enrolling with NCC may come from a disadvantaged background. Some of these identified under the Smart & Skilled initiative include:
 - Long term unemployed, under-skilled, or low level or prior education;
 - Have a learning or physical disability;
 - Be a Centrelink recipient;
 - Veteran or spouse of a Veteran;
 - Aboriginal or Torres Strait Islander;
 - Live in a regional or remote area where they have been unable to access training services.
- c) Disadvantaged students applying for an approved NCC course under Smart & Skilled will be able to access funding subsidies on supplying appropriate eligibility documentation. (Refer to the Application and Enrolment Policy and Procedure).
- d) Students under 18 years require an Application Form to be co-signed by a parent or guardian.
- e) NCC trainer/assessors involved in training and assessment for students under 18, require approval via the NSW working with children check.

4. Students with Disabilities

NCC ensures that students with disabilities are able to enrol and participate in training on the same basis as other students without disabilities. To comply with the *Disability Standards for Education 2015*, NCC must take reasonable steps that potential students with disability are able to apply for enrolment in a NCC course on the same basis as other students, and without

discrimination. This includes ensuring enrolment and course information is accessible to an individual with disability or their support person so they can make an informed choice, and the application can be completed without unnecessary difficulty.

- a) Where a disability is identified or disclosed during the Application (whether a learning, physical or cognitive disability), NCC will consult with the student, parent or guardian on whether the disability affects their ability to enrol, how it may impede on their success in the course, and if modifications to training and assessment are required.
- b) Should a course require an activity that prevents participation, adjustment strategies are determined such as implementing further support, aids, resources, access to facilities or services, to offer students with disability the same opportunities to enrol and participate in the training towards learning outcomes.
- c) However, if a training package stipulates mandatory performance criteria where reasonable adjustment cannot be given and the applicant for whatever reason cannot display the assigned practical, that applicant may be required to reconsider that course. Where the need for additional support is identified, NCC will work with individual students to ensure that support which may include the following is provided:
 - Language, Literacy, Numeracy and Digital Skills (LLNDD) support using LLND Robot (<https://tlrg.com.au/pages/LLND-robot>)
 - LLND support classes
 - Reasonable Adjustment
 - Referral to external specialist organisations and/or agencies
 - other mechanisms, such as assistance in using technology for online delivery components.
- d) If the required support involves an external organisation or agency and/or attracts an additional cost, this will be the responsibility of the learner. NCC ensures that this is made clear in student pre-enrolment information.

5. Identifying Student Needs

- a. NCC collects student information from individual students, clients and industry to inform the range of programs, funding and payment options offered.
- b. Students enrol in NCC courses (qualification/skill set/unit(s) of competency) with a wide range of learning needs, learning styles, educational and work experience backgrounds.
- c. Student information is collected via the online Enrolment Form and in any pre-enrolment discussions/ correspondence with individuals or clients. These discussions may include considerations such as:
 - LLN needs (does the level of prior education, a disclosed learning or physical disability) indicate that an LLN assessment is required?
 - Is the course suitable for the student according to the ACSF core skill level for the training package?
 - Does the student have access to a computer and have the required level of computer literacy? If not, they may be better suited to a face-to-face course.
 - Does the student have a disadvantaged background that may qualify them for concessions and other funding opportunities/external supports?
 - Does the student have a disability? (Refer to the Access and Equity Policy – the student or caregiver will need to be consulted to determine the support necessary for participation in accordance with the *Disability Standards for Education 2005*.)

- Does the student have previous learning/work experience that may qualify them for Credit Transfer (CT) or Recognition of Prior Learning (RPL) Students with existing knowledge, skills and work experience may elect to apply for Credit Transfer (CT), Recognition of Prior Learning (RPL). Applying for CT and RPL must be conducted and finalised on enrolment. Further information is detailed in the Assessment Policy and Procedure.
- Is the student under 18? Ensure parental consent is provided and check the assigned Trainer/Assessor interacting with the student has an approved and current working with children check.

6. Language, Literacy, Numeracy and Digital Skills Pre-Training Review

- a) Individual students, or a student cohort may need to undertake an LLND assessment based on the AQF level of qualification they are enrolling into, or where Nepean Community College has determined a LLND level of suitability based on the Australian Core Skills Framework (ACSF). This Pre-Training Review will include a comprehensive Language Literacy, Numeracy and Digital Skills Assessment, which will be used to determine any individual support, or reasonable adjustment that may be required throughout the duration of the training program.
- b) The ACSF outlines the five core skills that underpin learning which include learning, reading, writing, oral communication and learning. All learning and assessments development by Nepean Community College integrate these foundation skills however the emphasis on each will vary depending on the course and training and assessment strategy.
- c) Outcomes from LLND assessments may prompt an update to the relevant TAS and learning/assessment methods or duration for a student/client cohort; alternatively, NCC may offer a more suitable course, or refer to external providers that deliver foundation skills training, prior to enrolling into an NCC course.
- d) Smart & Skilled students will receive a Training Plan detailing the units of competency, training/ assessment methods together with target start and end dates for completion. Where the student has been identified as having LLND skill gaps, disability or disadvantage that requires additional support or reasonable adjustments, this will be outlined in the individualised Training Plan. Content within the Training Plan is detailed in the Smart & Skilled Operating Guidelines.
- e) NCC provides access to learning and simulated activities, support and resources primarily online so students are advised prior to enrolment that they require access to a computer and must have adequate working knowledge and skills with computer applications.

7. Reasonable Adjustment

- a) Where student support needs are identified as part of the pre training review and/or LLND assessment NCC may decide to make “reasonable adjustment” concerning the assessment process for individual students, or offer one-on-one support for the interpretation of course material. This will depend on the level of support required and the outcomes of the pre training review.
- b) The level of support to be provided to individual students and/or any reasonable adjustment to be made to the assessment will be documented and information passed on to the individual student’s trainer assessor to ensure that appropriate support is provided throughout the delivery and assessment period.

- c) A copy of the documented evidence will be kept in the student file.

8. Educational and support services

Examples of educational and support services that can assist students with a disability meet course requirements include:

- study support and study skills programs
- language, literacy and numeracy (LLND) programs or referrals to these programs
- providing equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity principles
- use of trained support staff including specialist teachers, note-takers and interpreters
- flexible scheduling and delivery of training and assessment, and
- the provision of learning materials in alternative formats.

9. Modifying resources for LLN/inclusive learning

Modifying resources for a student cohort may include the following strategies:

- Adjusting the method of evidence collection – e.g. verbal over written responses.
- Using a variety of techniques in student resources to suit a range of learning styles (visual, kinetic, audio, reading/writing) – videos, interaction, quizzes.
- Easy to read fonts, font size, clear layout, reduce text on power points with bullet points.
- Use simple language, omit superfluous words, passive phrases and refrain from jargon.
- Use tasks based on the ACSF and related to specific industries.

10. Additional Support Services

If a student experiences a problem with a course, they should immediately speak with their trainer or the Student Engagement Facilitator who can help to find the assistance needed.

Some examples of support that may be arranged may include:

- Language, Literacy and Numeracy (LLN) assistance.
- Short course prior to enrolment to assist with LLN.
- Interpreters at additional cost to the client.
- Verbal assessments in comparison to written.
- Disability support with the help of external organisations if required.
- Information Technology (IT) support.
- Time management support.
- Foundation skills learning apps or resources.
- Sourcing various aids, equipment and tools, where able.

Students can gain additional support from the following organisations:

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| • Maternal and Child Health Service (24 hours): | 13 22 29 |
| • Men's Line Australia (24 hours): | 1300 789 978 |
| • Youth Substance Abuse Service: | 1800 014 446 |
| • Reading Writing Hotline: | 1300 655 506 |
| • The Australian Institute of Interpreters and Translators: | 1800 284 181 |
| • Disability Services Australia: | 1300 372 121 |
| • Learning Difficulties Australia: | 1300 756 206 |
| • Beyond Blue: | 1300 224 636 |
| • The Salvation Army: | 13 72 58 |
| • Australian Red Cross: | 1800 733 276 |

- 1800 Respect: 1800 426 820
- Lifeline (24 hours): 13 11 14
- Child Protection Crisis Line (after hours): 13 12 78
- Kids Help Line: 1800 551 800
- Poisons Information Line (24 hours) 13 11 26
- Suicide Help Line (24 hours): 1300 651 251
- Victims Support Help Line: 1800 819 817

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