



Learner Support Procedure

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Learner Support Policy

Murray House Resource Centre ("MHRC") are committed to providing enrolling and enrolled students with Language Literacy and Numeracy (LLN) needs and/or learning differences, with advice and support intervention options to assist with a student's ongoing learning and progress through MHRC course work.

Learner Support Procedures

At Enrolment

- Students identifying Learner Support needs during the enrolment process will be advised by MHRC staff of the support measures available MHRC and through referral to support agencies. (Please refer to the support agencies list)

MHRC trainers may request that a student with learner support needs undertake an LLN test. Results from the test will be assessed and the course being enrolled in reviewed for appropriateness.

<https://www.education.gov.au/accessing-and-using-fsat>

We are registered to use the FSAT (Foundation Skills Assessment Tool)

- MHRC management must be advised of all LLN test results that identify significant Learner Support needs of the enrolling student
- Students identified as having significant learner support needs will be referred to support agencies and may be enrolled at MHRC with an additional study load.
- Referrals to support agencies will determined in a consultative process between the RTO, the candidate and the support agency. The support agency coordinator will be asked for a quote or a referral before committing the candidate to the service. We do not have a specific agency to act on our behalf. The determination of the support level must be accurately tested and reported prior to developing a support agency partnership. The candidate will be involved in this process.
- Foundation Skill units of competency integration into course work must also be considered as a support process and may be determined as sufficient. This would be a collaborative process on sourcing a Foundation Skills expert.

Post Enrolment

- Following enrolment all MHRC training staff will be available by appointment to provide Learner Support to enrolled students, and may request students to attend specially convened Learner Support classes.
- Students identified by MHRC staff as requiring Learner Support will be provided with a written schedule of Learner Support sessions.
- Learner Support provided by MHRC staff may include specific interventions identifying Australian Core Skills Framework (ACSF) training needs for learners at varying performance levels. (Please refer to the following ACSF Matrix)

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Pre Assessment

- All MHRC training staff must review the specific support requirements of all students with learner support needs of students prior to each assessment event.
- Where reasonable adjustment is determined as necessary for a student with learner support needs a learner support report must be provided to the MHRC manager detailing the reasonable adjustment being planned prior to the assessment event.
- The MHRC Manager must approve each assessment that contains planning of reasonable adjustment.
- Reasonable adjustment applied to any assessment must be recorded and maintained on a student’s enrolment records

Learner Support Review

MHRC Management will monitor its ongoing Learner Support measures within its continuous improvement systems and within each internal audit conducted. Monitoring will include post course survey of students receiving Learner Support assistance at MHRC.

Please refer to the following list of available support agencies.

- **AUSPELD** supporting people with learning disabilities www.auspekd.mediacloud.com.au

AUSPELD, The Australian Federation of SPELD Associations, responds to the needs of children and adults with Specific Learning Difficulties/Disabilities, such as the learning disability dyslexia, and those who care for, teach, and work with them, through the dissemination of information, advocacy, research, and support.

- **Learning Difficulties Australia** www.idaustralia.org

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research, both in the classroom and through individualised instruction.

- **ALNARC – Adult Literacy and Numeracy Australia Research Consortium**
www.staff.vu.edu.au/alnarc

This site contained key information about Australian adult literacy activity and links to a range of additional programme, professional development, resource, and research sites.

- **NCVER Adult Literacy Resource**

National Centre for Vocational Education Research Ltd ncver@ncver.edu.au
www.adultliteracyresource.edu.au

The information in this resource is based on research funded through the Adult Literacy Research Program (ALRP). The National Centre for Vocational Education Research (NCVER) managed this research program on behalf of the former Commonwealth Department of Education, Science and Training (now Department of Education, Employment and Workplace Relations (DEEWR)).

- **Australian Council for Adult Literacy** www.acal.edu.au

The Australian Council for Adult Literacy promotes adult literacy and numeracy policy and practice.

The council exists to:

- Provide leadership in Australian debate on adult literacy and numeracy practices and policy

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- Build understanding of adult literacy and numeracy issues
- Advocate on behalf of equitable adult literacy and numeracy provision for all Australians
- Build links between people, organisations and systems; the participants and stakeholders in the adult literacy and numeracy field
- Work with other organisations on issues of mutual concern.

ACSF (Australian Core Skills Framework) Performance Variables Grid				
FIVE LEVELS OF PERFORMANCE	SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending