VET Learning Support Procedure

Section 1 - Summary

(1) The Polytechnic offers a broad range of Vocational Education and Training (VET) courses designed to provide vocational skills and pathways to employment options and/or higher education. The Polytechnic is committed to identifying students' learning support needs and to providing Language, Literacy and Numeracy (LLN) Support which is flexible, timely and effective and which contributes to student success.

(2) The aim of this Procedure is to provide clear guidance to staff about the processes, documentation and communication in relation to:

   a. Evaluating students' Literacy and Numeracy (LN) Support needs prior to training; and
   b. Developing Learning Support Training Plan for individuals and groups enrolled in VET Courses.

Section 2 - Accountability

Accountable/Responsible Officer	Role
Accountable Officer	Deputy Vice-Chancellor, Vocational Education and Pathways
Responsible Officer	Director, Service Industries and Transition Education

Section 3 - Scope

(3) This Procedure applies to all VET course delivery in the the Polytechnic, with the exception of Foundation Skills courses.

Section 4 - Definitions

(4) Refer to relevant definitions provided within the National Standards for Registered Training Organisations (RTOs) 2015 and the relevant VET Funding Contract.

(5) Pre-Training Review is the process undertaken to determine the most suitable course for a prospective student and includes a documented review of –

   a. the sufficiency of information provided to the prospective student to ensure s/he can make an informed decision prior to enrolment;
   b. the appropriateness of the course and AQF level for the individual student (prior to enrolment);
   c. the student's prior learning, skills and experience that may result in Recognition of Prior Learning (RPL) or Credit Transfer (CT) in their chosen course (prior to enrolment);

d. the student's language, literacy and numeracy skills for the purpose of determining future support needs (before enrolment and commencement).

(6) LLN Support may be offered through a range of models including the following:

a. reasonable adjustments made to teaching material and assessment tools and use of teaching strategies to respond to the student's learning support needs;

b. provision of Open Access Learning Support offered across campuses on a drop-in and appointment basis;

c. provision of resources for the development of LLN skills provided to VET Teachers and students;

d. embedded LLN Support planned, delivered and assessed by LLN specialist teaching staff in collaboration with VET trainers and assessors.

(7) Literacy and Numeracy (LN)

(8) Skills First

(9) DET

Section 5 - Policy/Regulation

(10) Nil

Section 6 - Procedures

Part A - Roles and Responsibilities

Role	Responsibilities
Selection Officers	1. Conduct Pre-Training Review including a LN Pre-Training Assessment (refer to Admissions - Course Admissions and Pre-Training Review Procedure (VET)). 2. Refer applicants to Learning Support where the Pre-Training Review indicates the literacy and numeracy level is below that required for course entry (refer to Admissions - Course Admissions and Pre-Training Review Procedure (VET)).
VET Teachers	1. Identify individual and student group learning support needs that emerge during course delivery. 2. Contact Manager and/or Learning Support Coordinators from the Learning Support Unit to negotiate and facilitate appropriate support for student groups and individuals. 3. Consult with Learning Support team as required to identify appropriate strategies and resources to meet the learning needs of students.

Manager Industry and Learning Support Coordinators	1. Initiate changes to Scope, delivery, and/or enrolment where updates impact on current arrangements.
	 2. Ensure Learning Support staff are aware of delivery arrangements as detailed in the guidelines.
	 3. Assist VET trainers and assessors to identify the ACSF skill levels required for successful completion of their courses.
	 4. Coordinate Open Access LLN Support across campuses.
	 5. Coordinate enrolment of eligible students into government funded, DET approved LN Support units.
	 6. Manage and coordinate the provision of LLN Support using the following strategies:
	   - Provision of advice, strategies, resources and professional development to assist VET teachers to support the LLN needs of their students.
	   - Open Access LLN Support across campuses.
	   - Embedded class based LLN Support using team teaching mode.
	   - Resources for the development of LLN skills particularly in relation to employability skills.
	 7. Oversee the review and evaluation of Learning Support provision on an annual basis.

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Role	Responsibilities
Learning Support Teachers	1. Evaluate Learning Support data in collaboration with relevant VET teaching staff within program areas in order to identify the Learning Support needs of commencing students. 2. Provide ongoing advice and support to VET trainers and assessors on strategies for meeting the Learning support needs of their students. 3. Enrol identified eligible students in relevant Learning Support units. 4. Work in collaboration with VET teachers to plan, deliver and assess embedded Learning Support which is contextualised to, and delivered in conjunction with, VET courses. 5. Collect and collate evidence of participation for all students enrolled in Learning Support. 6. Provide open access Learning Support to the Polytechnic students at all campuses.

Part B - Overview

(11) It is a requirement for VU's registration as a Registered Training Organisation to be compliant with Standard 1 of the Standards for Registered Training Organisations (RTOs) 2015: The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses. This Procedure is designed to contribute to compliance with the requirements of Standard 1, in particular Clause 1.7 that states –

a. The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

(12) Under DET funding contract obligations VU is required: For each Eligible Individual, the Training Provider must conduct a Pre-Training Review of current competencies including literacy and numeracy skills prior to enrolment in training.

Part C - Procedure

(13) The literacy and numeracy assessment component of the Pre Training Review is conducted using the ACER Tool - Core Skills Profile for Adults (CSPA) for course applications at AQF 4 level or above; the ACER Snapshot Reading and Numeracy Indicator (SRNI) for courses at AQF levels 1-3 or a customised tool developed to measure the literacy and numeracy skills contextualised to a specific VET Course.

(14) Literacy and numberacy data is reviewed by selection staff or teaching staff from the Learning Support Unit in line with the [Admissions - Course Admissions and Pre-Training Review Procedure (VET)](#). Applicants whose CSPA result is one level below that required for course admission or -2 in the Snapshot are automatically referred for enrolment into Learning Support and/or to alternative suitable course options.

(15) Students requiring Learning Support may be enrolled into units from the approved LN Support list, selected to address their specific LLN needs. In cases where groups of students within cohorts demonstrate the same LLN requirements, whole groups may be enrolled into the relevant units. Where students are eligible for a government funded enrolment they must be advised that the LN Support enrolment constitutes a second funded course enrolment for the calendar year.

(16) Students who are not eligible for a government funded enrolment or who choose not to enrol in funded Learning Support units may access support through one or more of the following options:

a. Reasonable adjustments made to teaching material and assessment tools.
b. Open Access LLN Support offered across campuses on a drop-in and appointment basis.
c. Access to resources for the development of LLN skills provided to VET teachers and students.
d. Embedded LLN Support planned, delivered and assessed by LLN specialist teaching staff in collaboration with

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VET trainers and assessors.

(17) While the CSPA, ACER LN assessment tool provides initial information relating to the LN needs of commencing students, VET teachers and coordinators may identify specific LLN needs amongst their students following course commencement. In such cases, LLN Support will be negotiated with the Polytechnic Learning Support staff and implemented at individual student or group levels.

Section 7 - Guidelines

(18) [DET Literacy and Numeracy Support Implementation Guide](#)

Status and Details

Status	Historic
Effective Date	29th March 2018
Review Date	29th March 2021
Approval Authority	Vice-President, Vocational Education
Approval Date	12th March 2018
Expiry Date	8th March 2020
Accountable Officer	John Germov Senior Deputy Vice-Chancellor and Chief Academic Officer +613 9919 5077
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Glossary Terms and Definitions

"Literacy and Numeracy (LN)" - Literacy and numeracy assessment against the ACSF (Australian Core Skills Framework), conducted using an approved tool.

"Skills First" - Reforms of the training and Technical and Further Education (TAFE) sector, builds on the Victorian Government's commitment to the training and TAFE system. Funding for the training and TAFE system.

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