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 - HESF/ASQA/ESOS Alignment

(3) Standards for RTOs: Standard 1 (specifically 1.7).

Section 3 - Scope

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

Section 4 - Definitions

(5) Refer to relevant definitions provided within the National [Standards for Registered Training Organisations (RTOs) 2015 (Cth)](#) and the relevant Skills First Dual Sector VET Funding Contract.

(6) 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 literacy and numeracy skills for the purpose of determining future support needs (before enrolment and commencement).

(7) 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

This policy document may be varied, withdrawn or replaced at any time. Printed copies, or part thereof, are regarded as uncontrolled and should not be relied upon as the current version. It is the responsibility of the individual reading this document to always refer to Victoria University's Policy Library for the latest version.

Page 1 of 4

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.

(8) Literacy and Numeracy (LN)

(9) Skills First

(10) DET

Section 5 - Policy/Regulation

(11) 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. Identify the ACSF literacy and numeracy Exit Level of the prospective student. 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 Program Manager/Senior Educator and/or Learning Support Coordinator from the Learning Support Unit to negotiate and facilitate appropriate support for student groups and individuals. 3. Consult with Learning Support Unit as required to identify appropriate strategies and resources to meet the learning needs of students.

Program Manager/Senior Educator/Learning Support Coordinator	1. Ensure Learning Support staff are aware of delivery arrangements.
	3. Assist VET trainers and assessors to identify the ACSF skill levels required for successful completion of their courses.
	4. 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.
	  - Appointments with LLN specialist teaching staff.
	  - Resources for the development of LLN skills.
	6. Oversee the review and evaluation of Learning Support provision on an annual basis.

Learning Support Teachers	1. Contact all students referred by Selection Officers to provide advice and information about Learning Support provision. 2. 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. 3. Provide ongoing advice and support to VET trainers and assessors on strategies for meeting the Learning support needs of their students. 4.Provide open access Learning Support to the Polytechnic students at all campuses.

This policy document may be varied, withdrawn or replaced at any time. Printed copies, or part thereof, are regarded as uncontrolled and should not be relied upon as the current version. It is the responsibility of the individual reading this document to always refer to Victoria University's Policy Library for the latest version.

Page 2 of 4

Part B - Overview

(12) 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 (Cth)](#): 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.

(13) 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

(14) The literacy and numeracy assessment component of the Pre Training Review is conducted using the bksb tool which is mapped to the Australian Core Skills Framework (ACSF) to measure the literacy and numeracy skills contextualised to a specific VET Course.

(15) Literacy and numeracy data is reviewed by selection staff in line with the [Admissions - Course Admissions and Pre-Training Review Procedure (VET)](#). Where students are identified as having literacy and/or numeracy levels below those required for course entry, selection staff forward their details to Learning Support Administration.

(16) Learning Support staff contact all referred students and provide them with relevant information and timetabling of both learning support options and teachers. In cases where groups of students within cohorts demonstrate the same LLN requirements, whole groups may be addressed by a Learning Support staff member.

(17) Students may access support through one or more of the following options:

    a. Reasonable adjustments made to teaching material and assessment tools and use of teaching strategies to respond to student' learning support needs.
    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. One to one face to face or online appointments with LLN specialist teaching staff.

(18) While the LLN 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 - Supporting Documents and Information

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

This policy document may be varied, withdrawn or replaced at any time. Printed copies, or part thereof, are regarded as uncontrolled and should not be relied upon as the current version. It is the responsibility of the individual reading this document to always refer to Victoria University's Policy Library for the latest version.

Page 3 of 4

Status and Details

Status	Historic
Effective Date	13th June 2023
Review Date	13th June 2026
Approval Authority	Interim Deputy Vice-Chancellor Vocational Education
Approval Date	13th June 2023
Expiry Date	13th November 2023
Accountable Officer	Wayne Butson Chief TAFE Officer +61 3 99198756
Responsible Officer	Wayne Butson Executive Director, College of Pathways and Dual Sector Operations +61 3 99198756
Enquiries Contact	Maria Juj General Manager, Quality, Risk and Compliance +61 3 99197715

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.