

Student Retention and Success - VET Learning Support Procedure

Section 1 - Summary

(1) 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

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

Section 3 - Scope

(3) This Procedure applies to all VET course delivery, 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 \(Cth\)](#) and the relevant Skills First Dual Sector VET Funding Contract.

(5) Pre-Training Review

(6) Literacy and Numeracy (LN)

(7) DJSIR

Section 5 - Policy/Regulation

(8) [Student Retention and Success Policy](#).

Section 6 - Procedures

Part A - Roles and Responsibilities

Role	Responsibilities
Selection Officers	<ol style="list-style-type: none"> 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. 3. 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	<ol style="list-style-type: none"> 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.
Learning Support Administration	<ol style="list-style-type: none"> 1. Document and maintain records of all students referred to the Learning Support unit.
Program Manager/Senior Educator/Learning Support Coordinator	<ol style="list-style-type: none"> 1. Ensure Learning Support staff are aware of delivery arrangements. 2. Assist VET trainers and assessors to identify the ACSF skill levels required for successful completion of their courses. 3. Manage and coordinate the provision of LN Support using the following strategies: <ul style="list-style-type: none"> - Provision of advice, strategies, resources and professional development to assist VET teachers to support the LN needs of their students. - Open Access LN Support across campuses. - Appointments with LN specialist teaching staff. - Resources for the development of LN skills. 4. Oversee the review and evaluation of Learning Support provision on an annual basis.
Learning Support Teachers	<ol style="list-style-type: none"> 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 TAFE students at all campuses.

Part B - Overview

(9) VU 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. VU is committed to identifying students' learning support needs and to providing Language, Literacy and Numeracy (LN) Support which is flexible, timely and effective and which contributes to student success.

(10) 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.

(11) Under the Dual Sector VET Funding Contract VU is required to conduct a Pre-Training Review for each Eligible Individual prior to enrolment in training, which includes consideration of literacy and numeracy skills.

Part C - Procedure

(12) 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).

(13) 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.

(14) Learning Support Administration documents and maintains contact records for all referrals.

(15) 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 LN requirements, whole groups may be addressed by a Learning Support staff member.

(16) 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 students' learning support needs.
- b. Open Access LN Support offered across campuses on a drop-in basis.
- c. Access to resources for the development of LN skills provided to VET teachers and students; and,
- d. One to one face to face or online appointments with LN specialist teaching staff.

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

(18) The Program Manager with Learning Support staff, reviews learning support provision on an annual basis to identify changing support needs and service improvements.

Status and Details

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Effective Date	14th November 2023
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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.

"Pre-Training Review" - The process undertaken to determine the most suitable and appropriate training product based on the individual's current competencies, existing educational attainment, literacy and numeracy skills, capabilities, aspirations and interests with due consideration of the likely job outcomes from the development of new competencies and skills.

"DJSIR" - Department of Jobs, Skills, Industry and Regions.