

Policy & Procedure 3 – Learner Support

Relates to standards:	1.3, 1.7, 5.1, 5.2, Table 1.8-1 Standards for Registered Training Organisations (RTOs) 2015 2.4, 2.7, 2.8 ACT Standards for Delivery of Training – Skills Canberra
Applicable to:	Learners, employers, community, industry, the Australian Skills Quality Authority, Skills Canberra, Training Services NSW and the ACT Training Fund Authority. Global Energy Training Solutions management, trainers/assessors, administration staff, contractors, volunteers and visitors.
Referenced documents:	Policy & Procedure 1 – Enrolment Policy & Procedure 2 – Credit Transfer & Recognition of Prior Learning Policy & Procedure 7 – Access, Equity & Diversity Policy & Procedure 11 – Competency & Qualification Assessment Decisions Policy & Procedure 14 – Fees Training & Assessment Strategy 1 – Electrical Training & Assessment Strategy 2 – Solar Training & Assessment Strategy 3 – Telecommunications
Monitor and review:	In accordance with: Policy & Procedure 18 – Quality Management
Responsibility:	Ben Murphy – as Proprietor / Chief Executive
Questions/queries:	administration@gets.edu.au (+61) 02 6262 0077

Table of Contents

1. Policy Objective.....	2
2. Policy.....	2
Language Literacy and Numeracy assessment.....	2
Initial Skills Assessment.....	2
Outcomes from the Initial Skills Assessments.....	2
Additional support services.....	3
Monitoring and support.....	3
Reasonable adjustments.....	3
Competency assessment decisions.....	3
Access, equity and diversity.....	3
Credit Transfer and Recognition of Prior Learning.....	3
Fees.....	3
Entry and employment requirements.....	3
Enrolment.....	4
3. Procedures.....	4
Support services and referral – Global Energy Training Solutions.....	4
Support services and referral – OzHelp.....	4
Support services and referral – Apprenticeship Network Providers.....	5
Tutorials – Free drop in service.....	5

Tutorials – Through Additional Support Funding – Skills Canberra.....	5
Tutorials – Third party private tutors.....	5
Timetabled Language Literacy and Numeracy support days.....	6
Alternate training and assessment delivery methods.....	6
Learning resources.....	6
Foundation Skills.....	7
Learning opportunities.....	7
4. Version Control.....	8

1. Policy Objective

To;

- maximise the opportunity for learners to achieve high quality outcomes.
- ensure learners are aware of support services provided.
- outline expectations and responsibilities of staff.
- conduct diagnostic Language, Literacy and Numeracy assessments, to determine if additional support services are required.
- determine if additional support services are required for any other reason.
- ensure additional support is readily available and provided to a high standard.

2. Policy

Language Literacy and Numeracy assessment

The Language Literacy and Numeracy (LLN) assessment forms part of the Initial Skills Assessment detailed below.

Initial Skills Assessment

An Initial Skills Assessment for each learner is conducted and documented prior to the commencement of training.

The Initial Skills Assessment for each learner;

- offers RPL, explains Credit Transfer obligations and identifies any relevant competencies previously achieved.
- ascertains the most suitable qualification for the student, based on the student’s existing educational attainment and capabilities.
- assesses Language Literacy and Numeracy (LLN) skills to determine whether the level of the qualification and proposed learning strategies and materials are appropriate.
- assesses the need for additional support.

Outcomes from the Initial Skills Assessments

Outcomes from the Initial Skills Assessments are used to;

- identify any actions or strategies to be implemented, to address identified needs for the learner, including any adjustments required to the learning program, delivery strategy or materials.
- recommend the use of our support services.
- provide referral services where applicable.

If the need for Language Literacy and Numeracy (LLN) or other support is identified, we meet with the learner to discuss relevant and appropriate support services. All outcomes are documented and progress is monitored throughout the apprenticeship or training program.

Where applicable learners with English as a Second or Other Language (ESOL) are referred to the support services in place in the ACT or offered in-house tuition.

Additional support services

Additional support services include:

- Bi-weekly free drop in tutorial service (Tuesday and Wednesday 4.00 – 6.00 pm)
- Opportunities to apply for Additional Support Funding through Skills Canberra
- Opportunities to engage third party private tutors
- Timetabled Language Literacy and Numeracy support days
- Alternate training and assessment delivery methods
- A range of learning resources and learning opportunities

For more information please refer to the procedures section of this document.

Monitoring and support

Learning progress is monitored throughout our training programs. If a learner is experiencing difficulties identified through assessments, attendance, learner/trainer dialogue, self referral or other means, we reassess the need for additional support services in consultation with the learner.

Learners have a Training Plan in place, which is updated when each unit of Competency is deemed competent.

For apprenticeships, every six months or as requested a Course Progression Report is emailed to the learner and employer which details the off-the-job progression towards the qualification.

Reasonable adjustments

At the time of enrolment and in circumstances where a learner is consistently struggling with assessment materials, we discuss the suitability of the materials with the learner to gauge if reasonable adjustments should be made.

Where appropriate, reasonable adjustments will be applied taking into account the individual learner's needs in accordance with: *Table 1.8-1: Principles of Assessment, Standards for Registered Training Organisations (RTOs) 2015*.

An assessment process or assessment that has been adjusted is assessed at the same rigour as the original assessment process or assessment.

Competency assessment decisions

In accordance with Policy & Procedure 11 – Competency & Qualification Assessment Decisions.

Access, equity and diversity

Additional support in regards to Access and Equity are provided at every possible opportunity in accordance with Policy & Procedure 7 – Access, Equity & Diversity.

Credit Transfer and Recognition of Prior Learning

In accordance with Policy & Procedure 2 – Credit Transfer & Recognition of Prior Learning.

Fees

Fee exemptions or concessions may apply in accordance with: Policy & Procedure 14 – Fees.

Entry and employment requirements

In accordance with:

- Training & Assessment Strategy 1 – Electrical
- Training & Assessment Strategy 2 – Solar

- Training & Assessment Strategy 3 – Telecommunications

Enrolment

Eligibility of applicants is assessed using the Learner Eligibility check list in accordance with Policy & Procedure 1 – Enrolment.

During enrolment learners are asked to disclose:

- Their country or birth
- If they speak a language other than English at home
- How well do they consider their English speaking skills to be
- If they are from Aboriginal or Torres Strait Islander origin

This information allows us to modify our programs to better cater for the learner's needs.

During enrolment learners are asked to disclose;

- If they have a disability, impairment or long-term medical condition
- Their highest completed school level and year completed
- If they have successfully completed any other qualifications

This information allows us to modify our programs to better cater for the learner's needs.

Disabilities may include hearing loss/deafness, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition or others.

3. Procedures

Support services and referral – Global Energy Training Solutions

Learners, employers and legal guardians requiring additional support services of any kind for themselves, their apprentice or a person within their care are encouraged to contact our trainers and assessors, staff or management.

Support services and referral – OzHelp

Learners requiring additional support that is not course or Registered Training Organisation related are encouraged to contact OzHelp or other services available such as Construction Charitable Works ACT Branch (1800 211 470) or Lifeline (13 11 14).

OzHelp contact details:

- Unit 6/7, 41-45 Tennant Street Fyshwick Canberra ACT 2609 Australia
- info@ozhelp.org.au
- 1300 694 357
- www.ozhelp.org.au

OzHelp services include:

- Health screening
- Training
- Counselling
- Workplace programs

OzHelp barbecues and training are facilitated through our training program.

Support services and referral – Apprenticeship Network Providers

Additional support services and referral are provided through the learners Apprenticeship Network Provider. (In Alphabetical order).

Apprenticeship Support Australia:

- Level 3, 24 Brisbane Avenue Barton ACT 2600
- info@apprenticeshipscentre.com.au
- 1300 652 236
- www.apprenticeshipsupport.com.au

MEGT:

- Suite 2 Ethos House, Level 1, 28-36 Ainslie Place Canberra ACT 2601
- aasninfo@megt.com.au
- 136 348 or 02 6274 000
- www.megt.com.au

Sarina Russo Apprenticeships:

- 79 Constitution Avenue Canberra ACT 2612
- apprenticeships@sarinarusso.com.au
- 1300 178 776
- www.sarinarusso.com

Tutorials – Free drop in service

Free drop in tutorial sessions with an appropriately qualified trainer are provided every Tuesday and Wednesday from 4 pm – 6 pm during term weeks and during some term breaks at Ground Floor 25-27 Darling St Mitchell ACT.

Learners are:

- encouraged to attend and study any topic of their choice.
- attend any or all of the eighteen free tutorial sessions during term and also during some term breaks.
- attend tutorials sessions throughout the term not just during assessment times when tutorials can experience a greater number of attendees.

Full day drop in free tutorial sessions for small groups are provided via timetabling or through arrangement.

Tutorials – Through Additional Support Funding – Skills Canberra

Additional Support Funding is available for learners where it is identified there will be additional cost associated with their training and the learner would not otherwise be successful in completing their apprenticeship.

The learner may require additional support with language, literacy and numeracy (LLN) through accredited or non-accredited foundation skills training, sign language interpreter services or a mentor who can assist in providing, for example, a culturally sensitive learning environment.

Learners who believe they need additional support are encouraged to contact us and we will apply to Skills Canberra on behalf of the learners and provide one on one tutoring if approved.

Tutorials – Third party private tutors

Individual learners or small groups that would like to engage a third party private tutor are encouraged to do so.

To better facilitate this we;

- meet with or speak with the tutor to explain study topics.
- provide course training materials to the tutor (not assessments).
- provide contact details of a private tutor that has been screened by us. Please note that we do not charge or

profit from such arrangements.

Timetabled Language Literacy and Numeracy support days

LNN day 1: Prior to:

- UEENEEE101A - Occupational Health and Safety regulations, codes and practices in the workplace.

Topics:

- Initial LLN Assessment
- Learning styles quiz and suggestions on study/learning activities for different learning styles
- Discussions on learning how to learn

LNN day 2: Prior to:

- UEENEEE104A - Solve problems in D.C. circuits.

Topics:

- Transposition of formula, Engineering Notation, BEDMAS procedures and calculator use.

LNN day 3: Prior to:

- UEENEEG102A - Solve problems in low voltage A.C. circuits.

Topics:

- Trigonometry and Pythagoras Theorem.

LNN day 4: Prior to:

- UEENEEG107A - Select wiring systems and cables for low voltage general electrical installations.

Topics:

- Navigation of legislation and Australian Standards.
- Methods to: Interpret a question, determine relevant legislation or standards, locate standards, locate answer, formulate a response and articulate the response.

Learners with sufficient LLN skills for upcoming courses are not required to attend the all day tutorials, however they are welcome to participate if they or their employer chooses.

Alternate training and assessment delivery methods

In consultation with the learner and employer if applicable, alternate training and assessment delivery methods may be offered. This includes however is not limited to:

- Learning materials in alternative formats, for example, in large print or modified contrast documents
- Flexible scheduling and delivery of training and assessment
- Information and communications technology (ICT) support
- Learning and assessment programs contextualised to the workplace
- Reasonable adjustments made in accordance with this policy and the Principles of Assessment. *Table 1.8-1 Fairness Standards for Registered Training Organisations (RTOs) 2015*

Learning resources

Learners are provided with relevant learning resources to support their progression throughout all stages of the qualification.

Learning resources are provided to a standard that enables learners to attain the required skills and knowledge for each unit of Competency, without further research.

Learning resources include, however are not limited to:

- “Power Point” presentation training materials.
 - Available in class and in tutorials
 - Electronic copies are available for learners to take home during the course or before the course

- commences
- Electronic copies for some units are available at www.gets.edu.au
- Referenced reading material
- Course handouts
- Worksheets
- A small library of text books is available for learners to read or borrow, located in the electrical room.

Foundation Skills

Each unit of competency is unpacked in order to identify and contextualise training and assessment activities to specific industry tasks. Brief examples of these include:

- Reading – Interpret Safety Data Sheets
- Writing – Complete Risk Assessments
- Oral Communication – Give and follow work instructions
- Numeracy – Calculate length and volume
- Navigate the world of work – Work with roles, rights and protocols
- Interact with others – Coordinate with other trades
- Get the work done – Plan and manage time and priorities
- Collaboration – Contribute to site safety committees
- Problem solving – Fault find circuits and equipment
- Self-management – Plan work days including tasks, materials and tools
- Learning – Study new products available
- Information and communication technology (ICT) skills – Provide quotations

We use a wide range of paper based and electronic training and assessments materials that have been checked for the inclusion of industry specific language, terminology and foundation skills including contextualised training and assessments tasks, discussions, practicals, tutorials and work site visits.

Relatively small class sizes will be maintained in order to enhance interpersonal trainer-learner dialogue and reduce the likelihood of a learner missing out on core foundation skills training or support.

The following elective options have been offered to enable our learners to improve their foundation skills:

Digital literacy:

- UEENEED101A – Use computer applications relevant to a workplace
- UEENEED104A – Use engineering applications software on personal computers
- UEENEED003B – Provide quotations for installation or service jobs. (Includes reading, writing and oral communications).

Learning opportunities

Learning opportunities include:

- Face to face learning
- Tutorials
- Over the phone support
- On-site support
- On-line support

4. Version Control

Version	Date of release	Author	Authorised by	Position	Reason for change
V1	29/9/2015	Ben Murphy	Ben Murphy	Proprietor / Chief Executive	Initial release
V2	29/2/2016	Ben Murphy	Ben Murphy	Proprietor / Chief Executive	Updated LLN support + Changed 'Access and Equity' to 'Alternate training and assessment delivery methods' + Added reasonable adjustments to dot points Added content from deleted Policy & Procedure 13 – Enrolment Word chopped and reworded Added section on RPL & Credit Transfer Revision after staff consultation prior to release of V2.
V3	26/4/2017	Ben Murphy	Ben Murphy	3.0	Changes some future tense to present tense eg. 'will' to 'is/are' Revision after staff consultation prior to release of V3. Renumbered as part of all P&P renumbering Moved policy and procedures sections into correct locations Reworded and added content Added reasonable adjustments section Added Foundation skills (previously in Training and Assessment strategy)