



# OCA Additional Support Policy Procedure

This policy document was created to meet the requirements of the VET Quality Framework.

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<b>Related Documents:</b>	<ul style="list-style-type: none"> <li>● 2.3.4 OCA Pre-training Interview Form V1.0</li> <li>● 2.3.4.1 LLN Assessment</li> <li>● 2.3.4.2 OCA LLN Assessment Assessor Guide v1.0</li> <li>● 2.3.5 OCA Student Handbook v.1.0</li> </ul>			

Version Control Table			
Date	Summary of Modifications	Modified by	Version
19.06.19	Document consistency	Matthew OConnor, James Moore	v. 1.0
27/11/2019	<ul style="list-style-type: none"> <li>● Review for compliance with Pre-Training process</li> <li>● Updated the policy to include the procedure</li> </ul>	D. Ramage	V.1.0



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## Purpose

**OCA** is responsible for ensuring the educational and support services it provides meet the needs of the student cohort/s undertaking the training and assessment.

This policy ensures that **OCA** has mechanisms in place to collect, analyse and act on any support requirements that are additional to the provision of standard services. Ensuring individual students receive access to the educational and support services necessary for them to meet the requirements of the training product as specified in training packages or VET accredited courses.

This policy also ensures that **OCA** determines the amount of training required following the requirements of the relevant training package and after consideration of each student's existing skills, knowledge and experience concerning the relevant vocational competency.

## POLICY PRINCIPLES

**OCA** is responsible for collecting, recording, analysing and acting on additional support information that could adversely impact on a student's ability to undertake and complete a course.

This includes but is not limited to any disability or impairment that restricts access and equity as well as English language, literacy and numeracy (LLN) information obtained from students before enrolment and before the commencement of their first unit of competency.

Educational and support services may include, but are not limited to:

1. study support and study skills programs;
2. language, literacy and numeracy (LLN) programs or referrals to these programs;
3. equipment, resources and programs to increase access for students with disabilities and other students in accordance with access and equity;
4. learning resource centres;
5. mediation services or referrals to these services;
6. flexible scheduling and delivery of training and assessment;
7. counselling services or referrals to these services;
8. information and communications technology (ICT) support;
9. learning materials in alternative formats, for example, in large print;
10. learning and assessment programs contextualised to the workplace;
11. reasonable adjustments for any disability or impairment; and
12. any other services that the RTO considers necessary to support students to achieve competency.



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OCA will abide by the following principles:

## Identifying Additional Support

1. Each eligible student of OCA is asked to provide information before enrolment into nationally recognised training regarding determine the additional support requirements. The [Enrolment Form](#) and [Pre-Training Interview Form](#) and [LLN Assessment](#) provide students with the opportunity to identify and advise if they are aware of LLN issues, disabilities or impairments that may impact their ability to undertake study in their chosen course.
2. OCA will conduct the pre-training interview before enrolment at the earliest possible opportunity to manage any identified support needs.
3. It may also identify and act on student support needs at the time of enrolment, and any time prior or during the delivery of training.
4. It will document the results of the [pre-training interview form](#) and use the information to manage the student's training.
5. OCA's [pre-training interview](#) involves, but will not be limited to the following:
  - a. assessment of the student eligibility for the course;
  - b. determining the most suitable qualification for the student, based on the student's existing educational attainment and capabilities;
  - c. offering RPL to the students when applicable, explain credit transfer obligations and identifying any relevant competencies previously achieved (refer to the RPL Policy);
  - d. conduct an LLN skills assessment as required to ascertain whether the level Language literacy and Numeracy meets the qualification and proposed learning strategies and materials;
  - e. assessing the need for additional support;
  - f. identifying any actions or strategies to address identified needs for the student, including any adjustment required to the learning program, delivery of learning and materials used for learning to ensure that retention and completion outcomes are improved.

## Access to Educational Support Services

1. OCA provides individual students access to the educational and support services necessary for them to meet the requirements of the training product as specified in training packages or VET accredited courses.
2. OCA will make students aware of opportunities for recognition of prior learning before the start training and provide adequate information, support and opportunities for students to engage in recognition of Prior Learning (RPL) process when applicable. (Refer to the RPL Policy)
3. OCA will notify the student before enrolment of the additional costs required to provide additional support.



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4. **OCA** will inform students before enrolment of any limitations to the additional support it can provide so that students can make informed decisions regarding their training.

## Provision for Reasonable Adjustment

1. Upon student advice of any disability or impairment that may impact on their studies, **OCA** will review the information provided and where necessary, contact the student to determine the additional support requirements.
2. **OCA** will apply reasonable adjustment to training or assessment tasks where it is appropriate. Assessors will ensure that the reasonable adjustment applied does not impact the integrity of the training package requirement. (See the Training and Assessment Policy).

## Language Literacy and Numeracy (LLN)

The [Language, literacy and numeracy assessment](#) is part of **OCA**'s initial skills, and upfront needs assessment process. LLN assessment will help to ensure prospective students have the minimum levels to access the vocational course of their choice.

### LLN Assessment

1. **OCA** uses the [Pre-training Interview Form](#) and the [LLN Assessment Form](#) to review and assess each student's training needs, relevant current competencies, Language, Literacy and Numeracy skills and eligibility for recognition of prior learning (RPL).
2. **OCA** will use the Information gathered to facilitate the provision of additional support required in areas such as language, literacy and learning and assessment, while ensuring that students receive the maximum outcomes and benefits from the training, in relation to set learning objectives, career opportunities and skill level.

In the event, the LLN assessment outcome identifies that the student does not have adequate language, literacy and numeracy levels of their chosen course, the **admissions officer** will:

- a. explain to the student the challenges associated with completing the course with their LLN level;
- b. provide information on where they can obtain assistance with their LLN issue; and
- c. offer other options and pathway for training until they are within the ACSF level requirement of the course.

## Disability and Impairment

1. The **admissions officer** will advise the **trainer** in writing of any identified disability or impairment that may impact the studies of the student. The **trainer** is responsible for reviewing the information provided and where necessary contact the student to determine further additional support requirements. The support will vary depending on the individual needs of the student.
2. **OCA trainers** may apply reasonable adjustment where it is appropriate to the assessment and does not impact the integrity of the training package requirements. (See Training and Assessment Policy)



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3. **OCA trainers** will endeavour to work with the student to determine and provide reasonable access to training facilities, materials and resources to allow them to undertake their studies.
4. Where appropriate, **OCA** will seek external assistance to ensure additional support services are available.

## Determining the Amount of Learning

**OCA** ensures each student's existing skills and experiences relevant to respective vocational competencies are considered when determining the volume of learning. It follows the procedures outlined in the Pre-training interview document to determine how the student's existing skills, knowledge and experience impacts the amount and level of training required.

## Access and Equity

**OCA** does not discriminate against any student enrolling or engaging in any course. It aims to advise students as much as possible on how they can attain support with any additional support requirements and how it will be able to support them (including on limitations of support). Ultimately, it is the choice of student as to whether or not they wish to proceed with their enrolment.

## Records Management

1. **OCA** will document the [pre-training interview](#) for each student in their student record.
2. **OCA** will retain all documents and reports pertaining to a student's record following enrolment.

## Monitoring and Improvement

1. The **admissions officer(s)** is responsible for ensuring compliance with the Student Enrolment Policy and Processes. All Administration Staff are responsible for the correct and accurate enrolment in accordance with this policy and relevant procedural documents.
2. the **admissions officer(s)** will monitor all enrolment practices. Identified areas for improvement are discussed during the Continuous Improvement Meetings. (See [6.2.1 Continuous Improvement Policy](#))
3. Students and employers (if applicable) are encouraged to provide feedback on their experience and through **OCA's** continuous improvement process.
4. Students can lodge a complaint or appeal an enrolment decision, as per **OCA's** Complaints and Appeals Policy.



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## Additional Support Procedure

OCA Additional Support Procedure		
PURPOSE	This process serves as the guide and reference document for the identification of additional support for students. Changes to this procedure made only upon approval of the CEO.	
ROLE UNDERTAKING TASK	Admissions Team	
DOCUMENT UPDATE	27/11/2019	
STEP 1 – Pre-Enrolment Process - see 2.1.1 Enrolment Policy Procedure		
STEP 2 – LLN Assessment		
No.	Who	Actions
2.2	ADMISSIONS OFFICER	<p><b>Students who fail to meet minimum ACSF level</b></p> <ol style="list-style-type: none"> <li>When prospective students are assessed below the minimum ACSF level 3, students will need additional support.</li> <li>Recommend additional support required to the student or refer the student to external LLN support or if the student is required to take a foundation skills course. See Annex A: LLN Support Services.</li> <li>Contact the student to provide the necessary information regarding additional assessment or support.</li> <li>Create a note on the student record/training plan (if applicable) for students requiring additional support and the details of support recommended.</li> </ol>
STEP 3 – Determining the Amount of Learning		
No.	Who	Actions
3.2	TRAINER AND ASSESSOR	<ol style="list-style-type: none"> <li>Assess the student’s RPL or credit transfer application, according to <a href="#">4.3.1 Training and Assessment Policy</a></li> <li>Determine how the student’s existing skills, knowledge and experience impact the amount and level of training required.</li> <li>Recommend the amount of training required based on the following pathways: <ul style="list-style-type: none"> <li>Training and Assessment Pathway (for beginner-level cohorts) – Students with no prior relevant knowledge, skills and experience undergo the full study mode and complete all training and assessment activities.</li> <li>Assessment Only Pathway (for intermediate-level cohorts) – Students with moderate prior knowledge and skills, may complete the course via assessment only pathway upon the trainer’s endorsement.</li> </ul> </li> </ol>



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		<ul style="list-style-type: none"> <li>• Recognition Pathway (for advanced-level cohorts) – Students with extensive relevant knowledge, skills and industry experience (two years or more) may undergo RPL.</li> </ul> <ol style="list-style-type: none"> <li>4. Provide advice to the student, and agree on training plan/pathway, additional support, reasonable adjustments required, etc.</li> <li>5. Record the recommendation in the <i>Admissions Assessment Section (Page 3)</i> of the <a href="#">2.3.4 OCA Pre-Training Interview Form</a>.</li> <li>6. Send back the form to the <b>ADMISSIONS OFFICER</b>.</li> </ol>
3.3	<b>ADMISSIONS OFFICER</b>	<ol style="list-style-type: none"> <li>1. Update the student’s student record and training plan, if applicable.</li> <li>2. Process the enrolment.</li> </ol>





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## Annex A: LLN Support Services

Students with LLN issues may be referred to the following services to discuss any additional LLN support services available to them:

1. Reading Writing Hotline

Phone: 1300 655 506

<http://readingwritinghotline.edu.au>

2. Australian Council for Adult Literacy (ACAL)

Phone: (03) 9546 6892

<http://www.acal.edu.au/index.htm>

3. NSW Adult Literacy and Numeracy Council (NSWALNC)

Phone: (02) 9514 3478

[www.nswalnc.org.au](http://www.nswalnc.org.au)

4. Resources for people teaching or tutoring adult literacy

[Literacy Face to Face Resource](#)