Student Support Policy

1.0 Introduction

1.1 Context

ACCLM is committed to providing enrolling and enrolled students with Language Literacy and Numeracy Needs (LLN), learning differences, or personal issues with advice and support intervention options to assist with a student's ongoing learning and progress through their studies.

1.2 Purpose

All students, in particular commencing students are encouraged to discuss any individual needs with ACCLMs Student Support team. At enrolment students are asked to provide details of any factors that may impact on their study progress and are encouraged to raise issues or concerns as soon as viable.

Entry requirements are regularly reviewed, benchmarked and adjusted where appropriate to ensure all students enrolling into an ACCLM course meet the academic and English language proficiency requirements for the course that they wish to study.

1.3 Scope

The policy applies to all students who are enrolled in any accredited vocational education and training (VET) courses with ACCLM.

1.4 Scope Exceptions

None.

2.0 Responsibilities

2.1 All those referred to under the Scope of this policy are responsible for complying with its terms and its procedures.

2.2 Specific responsibilities are provided in the ACCLM Student Handbook and the Trainer Induction Guide, as well as the Reasonable Adjustment Matrix.

3.0 Student Contact Points

3.1 Enrolment

a) Students who have identified that they require additional support during the enrolment process will be contacted by the Director of Studies to discuss the various support options available including any referral to external support agencies if appropriate.

b) ACCLM will request that a student with support needs undertake a suitable LLN test. Results from this test will be assessed against the requirements of the course being enrolled in to ascertain its appropriateness.

3.2 Post Enrolment

a) Student Support provided by ACCLM may include specific interventions identified under the Australian Core Skills Framework (ACSF) as per the training needs for students at varying performance levels.

b) Following enrolment ACCLMs Student Services team and trainers will be available by appointment via phone or electronically (Zoom) to provide additional student support as per any reasonable adjustments and/or Individual Training Plan requirements.

c) Students identified by ACCLM as requiring additional support will be provided with written details of the activities that will be implemented.

3.3 Pre assessment

a) ACCLM will review the specific assessment support requirements for any student that requires any reasonable adjustments made prior to each assessment event.

b) Any assessment reasonable adjustment that is determined to be necessary for a student with support needs, must be approved by the Director of Studies prior to the assessment event.

c) Reasonable adjustments applied to any assessment must be recorded and maintained in both the student's RTOM and Canvas records.

3.4 Ongoing Learning Support

Online learning support can be provided in the following areas:

a) English language proficiency
b) Literacy and numeracy
c) Learning and study techniques
d) Time management
e) Organisational skills
f) IT skills (limited resources available)
g) Required study to meet course/unit requirements
h) Assessment guidance

4.0 Records Management

4.1 Documentation
a) All documentation relating to any additional support measures and/or reasonable adjustments made must be maintained in accordance with ACCLMs Records Management Policy. (See Records Management Policy).

5.0 Monitoring and Improvement

5.1 Review Schedule

a) This policy document and any related documents will be reviewed annually as part of ACCLM's commitment to developing and implementing various continuous improvement initiatives annually.

6.0 Policy Publication

      6.1 Requirements

This policy is made available to all prospective and current students and ACCLM staff part of the induction and orientation process and is also available, via the ACCLM website (where appropriate), and internal student administration/management systems.

7.0 Policy Ownership

Policy Owner	ACCLM Director of Studies
Approval Authority	ACCLM Chief Executive Officer
Date of Approval	21 September 2024
Effective Date	22 September 2024
Implementation Owner	ACCLM Director of Studies
Maintenance Owner	ACCLM Director of Studies
Review Date	October 2024

8.0 Amendment History

Version	Amendment Approval Date	Amendments made by (Position)	Amendment Details
V1.0923	n/a	n/a	Initial release.

Annexure A

Nationally Based Support Agencies

- **Adult Literacy and Conversational English: www.encircle.org.au**

  Encircle offer a wide range of free and confidential services to help individuals improve their literacy skills. Their services include assistance with reading, writing, speaking, listening, and numeracy, as well as computer literacy and digital literacy.

- **Learning Difficulties Australia: www.ldaustralia.org**

  Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research, both in the classroom and through individualised instruction.

- **Reading Writing Hotline: www.readingwritinghotline.edu.au**

  The Reading Writing Hotline was established in 1994 and is Australia's national telephone referral service for adult literacy and numeracy. It is funded by the Australian Government Department of Employment and Workplace Relations.

- **Australian Council for Adult Literacy: www.acal.edu.au**

  The Australian Council for Adult Literacy promotes adult literacy and numeracy policy and practice. The council exists to:

  a) provide leadership in Australian debate on adult literacy and numeracy practices and policy
  b) build understanding of adult literacy and numeracy issues
  c) advocate on behalf of equitable adult literacy and numeracy provision for all Australians
  d) build links between people, organisations and systems; the participants and stakeholders in the adult literacy and numeracy field
  e) Work with other organisations on issues of mutual concern

Annexure B

ACSF Performance Variables Grid				
Five Levels of Performance	**SUPPORT**	**CONTEXT**	**TEXT COMPLEXITY**	**TASK COMPLEXITY**
1.	Works alongside an expert/mentor where prompting and advice can be provided.	Highly familiar contexts Concrete and immediate. Very restricted range of contexts.	Short and simple Highly explicit purpose Limited, highly familiar vocabulary.	Concrete tasks of 1 or 2 steps. Processes include locating, recognising.
2.	May work with an expert/mentor where support is available if requested.	Familiar and predictable contexts Limited range of contexts.	Simple familiar texts with clear purpose Familiar vocabulary.	Explicit tasks involving a limited number of familiar steps. Processes include identifying, simple interpreting, simple sequencing.
3.	Works independently and uses own familiar support resources.	Range of familiar contexts. Some fewer familiar contexts. Some specialisation in familiar/known contexts.	Routine texts May include some unfamiliar elements, embedded information and abstraction. Includes some specialised vocabulary.	Tasks involving a number of steps. Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting.
4.	Works independently and initiates and uses support from a range of established resources.	Range of contexts, including some that are unfamiliar and/or unpredictable. Some specialisation in less familiar/known contexts.	Complex texts Embedded information Includes specialised vocabulary. Includes abstraction and symbolism.	Complex task organisation and analysis involving application of a number of steps. Processes include extracting, extrapolating, inferencing, reflecting, abstracting.
5.	Autonomous student who accesses and evaluates support from a broad range of sources.	Broad range of contexts. Adaptability within and across contexts Specialisation in one or more contexts.	Highly complex texts. Highly embedded information. Includes highly specialised language and symbolism.	Sophisticated task conceptualisation, organisation and analysis. Processes include synthesising, critically reflecting, evaluating, recommending.