

Learner Support Services

During the enrolment process Leading Training Services personnel will engage with a prospective learner in a number of ways in order to understand their individual needs and how we can best provide services to each learner in order to maximise their chances of successfully completing the selected training program. We engage with learners in the following ways:

- **First Point of Contact.** During the first point of contact, the learner will be engaged either over the phone or in person to determine their training requirements and their vocational goal. This information will be used to align the learner with a particular program that we offer or to refer the learner to a different training organisation. Following the first point of contact, the learner sent an enrolment package which includes the enrolment form to gather personal information about the learner.
- **Enrolment form.** Enrolment form includes specific questions for the learner in regards to their cultural and educational background. Enrolment form also includes questions relating to their spoken English ability and their skill in literacy and numeracy. There is also a specific question which asks the learner if they have any individual needs that may prevent their full participation in the training program. This information is gathered and taking into account during the enrolment interview.
- **Enrolment interview.** Once the enrolment form is received, Leading Training Services personnel will review the information and arrange to engage with the learner to undertake the enrolment interview. This interview may be undertaken over the phone or face to face and is supported by an enrolment interview for which provides specific points for discussion during the interview relating to individual needs, LLN, rights and obligations, recognition opportunity, et cetera.

This multipoint approach ensures that learners entering a training program with Leading Training Services will have their individual needs identified which enables the allocation and arrangement for the applicable support services which may be supplied internally or by an external provider

If support services are identified, the following is a guide to support that can and should be provided:

Individual need	Support Service
Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided	Learners requiring additional support to understand the pre-enrolment information requirements are to be engaged on additional one-on-one sessions to talk the learner through the information contained within the learner handbook, the applicable course brochure and the schedule of fees and charges. It is preferable if these sessions are conducted face-to-face.
Minor LLN need that would inhibit the participation	Scheduled training during a weekday only. Allocate an additional trainer to provide individual support during learning activities and reasonable adjustment during assessment activities. This support must be coordinated through the Training Manager to ensure suitable allocation of trainers is available. A verbal course can be offered and course structured altered to accommodate the learner.
Significant LLN need that would prevent participation and completion of the course	Refer the learner to TAFE to complete Course in Language, Literacy and Numeracy. Details of the courses available to suit can be found here: https://www.tafensw.edu.au/courses/english-language-literacy-and-numeracy-courses Some other helpful online information for LLN support: Reading Writing Hotline - this organisation has been around for many years, and their website has some great resources to improve reading and writing. Adult Reading and Writing Apps - apps are small programs, such as games, for your smart phone or tablet. This site provides information about free or paid apps that support literacy. Some apps read text out loud for people who have trouble reading, and some apps help with taking notes.
Recognised difficulties in studying and learning	Where appropriate to the program learners identified with recognise difficulties in studying and learning are to be scheduled with additional one-on-one support sessions at regular intervals throughout the course program. These support sessions are to be used to review the learning content with the learner and to engage the learner in discussion about the subject matter. These sessions should be structured in accordance with the planned learning applicable to the course program. The study sessions should direct learner back to the course reference material in order to encourage their individual self-paced effort. The following online resources are also useful for providing learner support to study:

Individual need	Support Service
	<p>Effective Study skills A useful quick overview of study skills www.adprima.com/studyout.htm</p> <p>How to Study A large directory to study skills websites, including how to study in specific subject areas. www.howtostudy.org</p> <p>Study Guides and Strategies A wide ranging overview of the skills needed at all stages of learner life. www.studygs.net</p> <p>Study Skills Self-Help Covers important skills such as time management, note taking and exam preparation. www.ucc.vt.edu/stdysk/stdyhlp.html</p>
Work hours are restrictive which would prevent the learner attending training during Monday to Friday.	Course can be offered as a weekend course to accommodate the availability of the learner. The learner can also attend split sessions to allow for half day participation. Where required, learners can also be supported to adopt a self-paced study method we scheduled support sessions to assist the learner to progress in the course program whilst taking into account their restricted availability.
English as second language	A verbal course can be offered and course structured altered to accommodate (split days so not consecutive, more time to study and more individual attention from our trainers).
Financial difficulties that prevent the full payment of fees in advance.	Offer fees on payment plan with a small initial payment to be made in advance then small fortnightly payments as a direct debit.
Learner suffers from a nervous/anxiety disorder.	We can accommodate by giving individual attention away from others involved in the training program. Training and assessment deliberately offered in a relaxed mode without time pressures.
Inadequate clothing to participate in training	Learner may be able to access suitable clothing and footwear at low cost via: St Vincent de Paul Society.
Learner required counselling support and advice about their personal situation	<p>Learner may be referred to:</p> <ul style="list-style-type: none"> – Lifeline 13 11 14 – Beyond Blue 1300 22 4636 – Salvation Army Family Welfare Centres

Individual need	Support Service
	<ul style="list-style-type: none"> – CatholicCare, Family Support Service
Learners with a disability or medical condition	All possible allowances may be provided to persons with disabilities. Assessors are to use their judgement in assessing the learner’s ability to perform tasks in a safe manner.
Learners with visual impairment	Learners with visual impairment can be supported by supplying internal learning resources with a larger printed font. Learners can also be supplied with audio recordings of learning sessions where appropriate.
Learners who are Aboriginal and Torres Strait Islander	Refer to ATSI Cultural Awareness Policy

Other individual needs can be considered on a case-by-case basis in consultation with the Chief Executive Officer.