

ADDITIONAL SUPPORT PROCEDURE
RELEVANT STANDARD(S):

Standards for Registered Training Organisations (RTOs) 2015	Standard 1 Chapter 3—Support and progression <ul style="list-style-type: none"> ▪ Clause 1.7 - Supporting learners
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PURPOSE	<p>This process serves as the guide and reference document for the assessment of need and identification of additional support for learners.</p> <p>Changes to this procedure may only be made upon approval of the CEO or Training Manager/Head of Educational Studies of Dynamite Studios Academy.</p>
ROLE UNDERTAKING TASK	Administration Team / Training and Assessment Team
DOCUMENT UPDATE	20/07/2022

No.	Person/s Responsible	Steps to take
1	Trainers/ Assessors	<p>New Learners</p> <p>(1) Once a new learner is endorsed to you, review the learner’s enrolment and pre-enrolment records. In particular, review the learner’s:</p> <ol style="list-style-type: none"> a. Enrolment form b. Pre-enrolment interview c. LLN Assessment d. RPL application, if relevant e. Credit recognition application, if relevant <p>(2) Based on the outcome of the pre-enrolment assessments, categorise the learner as one of the following:</p> <ol style="list-style-type: none"> a. Beginner – no prior relevant knowledge, skills or experience; no additional support requirements b. Intermediate – some recent prior/current relevant knowledge, skills or experience, but not eligible for RPL or credit recognition; no additional support requirements c. Advanced – with sufficient recent prior/current relevant knowledge, skills or experience, making learner eligible for RPL

		<p>or credit recognition for some units included in the course; no additional support requirements</p> <p>d. Expert – with extensive recent prior/current relevant knowledge, skills or experience, making learner eligible for RPL or credit recognition for majority/all of the units included in the course; no additional support requirements</p> <p>(3) Customise the learner’s Training Plan, accordingly, taking into account the learner’s prior knowledge, skills and experience. Use the Training and Assessment Strategy for the course as reference to customise the Training Plan. Recommendation for each unit/cluster is based on the following pathways:</p> <p>a. Training and Assessment Pathway (for beginner-level cohorts) – Learners with no prior relevant knowledge, skills and experience are required to undergo the full study mode, where they will complete all training and assessment activities.</p> <p>b. Assessment Only Pathway (for intermediate- to advanced-level cohorts) – Learners with moderate relevant prior knowledge and skills with limited related industry experience, may complete the course via assessment only pathway (or reduced training pathway) upon the trainer’s endorsement.</p> <p>c. Recognition Pathway (for expert-level cohorts) – Learners with extensive relevant knowledge, skills and experience in the related industry (one year or more) may undergo RPL, or credit recognition, where applicable.</p> <p>(4) To adjust the training plan, tag each activity as one of the following:</p> <p>a. Required – Activities that must be successfully completed as a requirement of the course</p> <p>b. Recommended – Activities that are recommended to learners based on their level of knowledge, skills and experience, to help them in completing the requirements of the course</p> <p>c. Optional – Activities that learners may/may not undertake based on their preference. the learners are already knowledgeable/skilled in these areas</p> <p>d. Not applicable – Activities that are not relevant to the learner. E.g. training activities for learners eligible to apply RPL</p>
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2	Trainers/ Assessors	<p>Responding to Enquiries</p> <p>(1) Respond to enquiries within 2 business days of receiving the enquiry.</p> <p>(2) Where response is provided verbally, follow up the correspondence with a documented written of the discussion. This may include:</p> <ol style="list-style-type: none"> a. Learner portal messaging b. Email <p>(3) Ensure all learner correspondences are recorded and filed accordingly.</p>
3	Trainers/ Assessors	<p>Running Face to Face Sessions and Webinars</p> <p>(1) Ensure all session resources are current:</p> <ol style="list-style-type: none"> a. Session plans b. Presentations c. Handouts <p>(2) Record Attendance</p> <p>(3) Run sessions on time</p> <p>(4) Interact with learners</p> <p>(5) Regularly seek learner feedback</p> <ol style="list-style-type: none"> a. Ongoing (informally, at the end of each session) b. At the end of the session for an entire unit / cluster / term

		(6) Document actionable feedback via the Continuous Improvement Policy and Procedure.
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1	Enrolment Coordinator	(1) Where a learner is suspected to require additional support, refer the learner to the trainer/assessor. See pre-enrolment procedure for more details.
2	Trainers / Assessors	<p>New Learners</p> <p>(1) Where Enrolment Coordinator refers learners suspected to require additional support, review the learner's enrolment and pre-enrolment records. In particular, review the learner's:</p> <ol style="list-style-type: none"> a. Enrolment form b. Pre-enrolment Assessment Form and Interview c. LLN Assessment <p>(2) Based on the outcome of the learner's pre-enrolment assessments, recommend to:</p> <ol style="list-style-type: none"> a. Defer enrolment <ul style="list-style-type: none"> - If the assessment outcomes clearly indicate that the learner will not be able to undertake the course due to LLN skills gap. - For example, the course includes tasks that requires communication in English, while the learner's level of English Communication Skills is clearly at a level that will not satisfy the course requirements. - Inform Enrolment Coordinator of your findings and recommendation. The Enrolment Coordinator will advise the learner accordingly. b. Proceed enrolment with conditions <ul style="list-style-type: none"> - If assessment outcomes indicate that although the learner does not meet the minimum course requirement, the learner is at a level where he/she may still be able to complete the course requirement with some additional support and/or reasonable adjustments.

		<ul style="list-style-type: none"> - Contact the learner and agree on additional support and reasonable adjustment strategies. Please see Additional Support Policy for more details. - If the learner agrees with the strategy, recommend proceeding with the enrolment. Otherwise, recommend deferring the enrolment. - Inform Enrolment Coordinator of your findings and recommendation. The Enrolment Coordinator will advise the learner accordingly.
3	Admin Team / Trainers and Assessors	<p>Ongoing Learners</p> <p>(1) Observe learner performance throughout the duration of the course.</p> <p>(2) Monitor attendance for online and/or face to face training.</p> <p>(3) Run a fortnightly SMS report on learners' logging frequency and progress</p> <p>(4) Where a learner is struggling and requires additional support or reasonable adjustment not identified during the pre-enrolment assessments:</p> <ol style="list-style-type: none"> a. document your observations and findings in the learner records (Training Plan) b. discuss findings with learners and agree on strategy c. adjust the training plan accordingly, where applicable d. provide reasonable adjustment where it applies and any applicable support services (i.e. access to recording of online training, digital literacy, learning materials in alternative format, one on one session etc.)

No.	Person/s Responsible	Steps to take
1	Trainer / Assessor	<p>Reasonable adjustment applies if the following criteria are met:</p> <p>(1) The learner is unable to complete a task required for the course due to LLN difficulty, disability, or any valid medical/health/personal reasons.</p>

		<p>(2) Reasonable adjustment does not compromise the validity of the assessment.</p> <p>(3) Reasonable adjustment meets Principles of Assessment and Rules of Evidence</p> <p>(4) Reasonable adjustment is agreed upon between the learner and the trainer/assessor.</p>
2	Trainer / Assessor	<p>(1) Document reasonable adjustment on the Training Plan. This information may come in the form of:</p> <ol style="list-style-type: none"> a. Reason for adjustment b. Details of adjustment implemented c. Signed agreement between learner and assessor <p>(2) Attach to the workbook the completed assessment evidence from the adjusted assessment task.</p> <p>(3) Document the assessment feedback and outcome.</p>