

AUDIENCE	INTERNAL <input checked="" type="checkbox"/>	EXTERNAL <input checked="" type="checkbox"/>
POLICY ID	EDN-032-POL Learner Support Policy and Procedure	
RESPONSIBLE OFFICER	State Managers / Campus Managers	
CONTACT OFFICER	State Managers / Campus Managers	
ENDORSED BY	Continuous Improvement Committee	
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1. Introduction

1.1 Modification History

VERSION	COMMENTS
5	New policy template.
6	Updated footer to include updated CRICOS code
7	Deferred review date until second half of 2016

1.2 Purpose

The purpose of this policy is:

- To support both learners and employers in the achievement of learning objectives and quality outcomes
- Identify barriers that may prevent successful completion
- Identify, implement or refer to service options &/or resources to overcome barriers
- To maximise numbers of students progressing to achievement of completion

2. Scope

This policy applies to MEGT Education delivering courses to overseas and domestic students.

3. Legislative Context

This policy satisfies the requirements of the Standards for NVR Registered Training Organisations (SNR 16.1, 16.2, 16.3, 16.4, 16.5, 16.6) and Standard 6 of The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (the National Code).

4. Definitions

Course means a course of vocational education and training. In this policy it refers to the specific course a student is enrolled in.

MEGT Education refers to MEGT (Australia) Ltd, trading as MEGT Education and ABILITY Education Pty Ltd, trading as ABILITY English

5. Policy Statement

Students who have been identified with barriers to learning will be supported with the agreed appropriate strategies to accommodate their learning styles and/or abilities.

Where necessary, students deemed as requiring additional support may be required to defer or reschedule their MEGT Education program to undertake LL&N studies and/or English language support where a full-time English language course is assessed as being the most appropriate option.

Where necessary, ABILITY English students, who have a pathway package with a Higher Education or VET provider, and who are deemed as requiring additional support may have to undertake some academic counseling. The student may require supplementary tuition or have to attend a different course to improve their skills and knowledge.

Students can expect that English language and numeracy proficiency will be assessed either prior to, or on commencement of a learning program. Students who do not achieve the required minimum standard appropriate for the enrolled course will be required to undertake a specific English language or LL&N support program or participate in additional tutorial or learning activities aimed at improving efficiency regardless of whether the student has provided documented evidence of having met the course pre-requisite literacy and/or numeracy requirements.

MEGT Education has a high proportion of overseas students with English as a second language and on-going language support is critical to the retention and success of these students. Specific English proficiency entry requirements are advertised for all MEGT Education programs open to students from overseas and enrolling students are required to meet advertised entry requirements. MEGT Education provides free access to language and learning support through its ELICOS partner institution ABILITY English. ABILITY English has specialist staff dedicated to supporting students' learning.

MEGT Education also has students returning to formal education after periods of full time employment or unemployment. On-going support in study skills and general participation in academic course/program activities is essential to their success.

6. Procedures

1. Students are asked to declare any disabilities or impairments or learning support needs on their initial application/enrolment form.
2. MEGT Education assesses the student's LL&N/ English language skills in an initial assessment session at the beginning of each course. These results are reviewed and students who require additional support are identified.
3. Where specific learning and support needs are required, an appropriate support plan is developed and agreed by the student (and other stakeholder where relevant, e.g. parent, school, workplace supervisor, payee, government dept) as part of the enrolment process.
4. Relevant staff members are alerted to the student's requirements and the support plan is implemented.
5. Where it is identified after commencement that a student requires further or additional support, the student and relevant staff will develop or review an appropriate support plan

implement in agreement with the student (and other stakeholder where relevant, e.g. parent, school, workplace supervisor, payee, government dept).

6. In all cases where a support plan requires specialist advice, for example learning skills, language skills or medical issues, this will be sought as required to inform decision making.
7. The student for whom a support plan is being developed may be required to temporarily suspend participation in some or all of their enrolled course and/or related activities where this is deemed appropriate, based on trainer/ teacher/Academic Manager's advice, and in accordance with applicable policies.
8. Each students' academic and session performance is monitored in accordance with applicable processes and trainers/teachers are required to identify any student whose behavior or academic performance indicates they may be at risk of not making satisfactory course progress.
9. The range of possible actions for support include, but are not limited to:
 - Referral to English Language Support or literacy and/or numeracy courses
 - Referral for individual personal, financial or academic counseling
 - Individual or small group tutorial support
 - Individual or small group study plans
 - Provision of additional resources, including but not limited to video/DVDs, online learning
 - Alternative texts, workbooks and/or assessments
 - Provision of workshops on particular topics, including
 - i. Numeracy skills
 - ii. Writing for academic purposes
 - iii. Reading for academic purposes
 - iv. Study skills
 - v. Essay writing
 - vi. Report writing
 - vii. Plagiarism
 - viii. Assessment
 - ix. Presentation skills

7. Related Policies & Procedures

EDN-006-POL English Language Proficiency Requirements for Vocational Courses Policy and Procedure

EDN-006-POL Student Support Policy and Procedure

EDN-010-POL Monitoring Course Progress Policy and Procedure

8. Implementation

EDN-032-POL – Learner Support Policy and Procedure is made available via MEGT Institute's website externally and on the MEGT Intranet internally.

9. Responsibilities

State Managers/Campus Managers will review this policy annually, or in case of legislative changes governing the delivery of education services to overseas or domestic students, as required.

Trainers/ teachers are responsible for determining client's training and assessment needs prior to training delivery, and reviewing whether client needs are being met throughout the training and assessment process.

10. Attachments

N/A

11. Process Map

N/A