

21792

NATIONAL TRAINING PTY. LTD.



ADMIN & SUPPORT



**National
Training**

STUDENT SUPPORT AND LLN

POLICY
AND
PROCEDURE

(03) 9013 6878

SUITE 100
1 RIVERSIDE QUAY
SOUTHBANK VIC 3006

NATIONALTRAINING.EDU.AU

Policy Version 1.0
Effective Date: 1 July 2025
Policy Code: A2

Table of Contents

<i>Policy Statement.....</i>	<i>2</i>
<i>Purpose</i>	<i>2</i>
<i>Scope</i>	<i>3</i>
<i>Responsibilities.....</i>	<i>3</i>
<i>Procedures</i>	<i>5</i>
1. Identifying Support Needs	5
2. Providing Academic and Personal Support.....	5
3. Ongoing Monitoring and Support Access	6
4. Ensuring Staff Capability	6
5. Continuous Improvement	6
<i>PROCEDURE FLOWCHART</i>	<i>7</i>
<i>Definitions.....</i>	<i>8</i>
<i>Document History.....</i>	<i>9</i>
<i>Document Details</i>	<i>9</i>
<i>Approval</i>	<i>9</i>

Policy Statement

National Training is committed to supporting the success of all learners through proactive and inclusive student support services. This includes identifying and responding to each learner's individual needs, particularly in relation to language, literacy and numeracy (LLN), digital capability and wellbeing.

In accordance with the Outcome Standards for RTOs 2025, National Training ensures learners are provided with clear information, timely support and access to services that enable them to achieve their training goals. LLN and other support needs are identified as early as possible and addressed through reasonable adjustment, referral or tailored assistance.

This policy reinforces our commitment to:

- Inclusive education that recognises diverse learner backgrounds
- Equitable access to training, assessment and support services
- Maintaining a compliant and learner-centred RTO environment

Purpose

The purpose of this policy is to outline how National Training identifies, supports and monitors students' individual learning needs to ensure equitable access and successful participation in training and assessment. This includes the assessment of Language, Literacy and Numeracy (LLN) and digital capability, provision of support services and implementation of reasonable adjustments as required.

This policy ensures National Training meets its obligations under the **Standards for RTOs 2025**, particularly:

- **Standard 2.2** – Students are advised of training product suitability for their skills and abilities
- **Standard 2.3** – Students have access to support services, to support their progress

STUDENT SUPPORT AND LLN POLICY AND PROCEDURE

- **Standard 2.4** – Reasonable adjustments to support VET students
- **Standard 2.5** – Promotes and supports the diversity of VET students
- **Standard 2.6** – Wellbeing needs of students are identified and strategies put in place to support needs.

Scope

This policy applies to all students enrolled in nationally recognised training and assessment with National Training and all staff involved in delivering student support, assessment, or training services.

It covers:

- Identification of student support needs through LLN and digital capability assessments conducted prior to or at the commencement of training
- Provision of reasonable adjustments and access to academic and non-academic support services
- Ongoing monitoring and response to individual learning needs
- Compliance with access and equity requirements for diverse learner cohorts

Responsibilities

Chief Executive Officer (CEO)

- Ensures student support systems are in place, monitored and resourced appropriately
- Approves the LLN and digital capability assessment tool used by the organisation
- Authorises any third-party or external support arrangements
- Monitors trends and feedback to improve support systems and learner outcomes
- Ensures compliance with RTO Standards 2.2 to 2.6

Senior RTO Services Officer

- Administer and interpret LLN and digital capability assessments prior to enrolment
- Identify students requiring support or reasonable adjustment and refer them to the CEO for approval
- Advise students about the suitability of the training product for them, taking into account the student's skills and competencies.

Trainers and Assessors

- Provide contextualised academic support as part of training delivery if required
- Monitor learner progress and report concerns to the CEO in a timely manner
- Maintain records of learner support and any reasonable adjustments applied
- Treat all learners equitably and refer any concerns regarding barriers to learning to the CEO
- Support the implementation of approved adjustments and inclusive practices

Procedures

1. Identifying Support Needs

1.1 As part of the pre training review, all students complete a Language, Literacy and Numeracy (LLN) assessment prior to enrolment, using a validated tool aligned to the Australian Core Skills Framework (ACSF).

1.2 LLN assessments are reviewed by Student Support, who are trained in administering and interpreting the tool.

1.3 If the learner's support needs exceed the support capabilities of the organisation, the case is referred to the CEO for further consideration.

1.4 Students may also voluntarily disclose support needs related to learning, language, disability, digital access or wellbeing at any time.

2. Providing Academic and Personal Support

2.1 Where support needs are identified, their trainer works with the learner to determine appropriate reasonable adjustments, which may include:

- Additional one-on-one assistance from a trainer
- Modified learning resources or alternate delivery methods
- Extended timeframes for assessment
- Referral to external specialist services (e.g. disability support, mental health)

2.2 Adjustments must not compromise the integrity of the course outcomes or assessment requirements.

2.3 All support strategies are documented on the learner's file and reviewed regularly for effectiveness.

3. Ongoing Monitoring and Support Access

3.1 All trainers and staff are responsible for observing and reporting any signs that a student may be struggling, including non-submission of work, missed communication or signs of disengagement.

3.2 The Student Support follows up with the learner and determines whether additional support or interventions are required.

3.3 Students can request support at any time by contacting Student Support directly via email: student.support@nationaltraining.edu.au or phone: (03) 9013 6878

3.4 All support requests and actions are recorded on the learner's file for audit and quality assurance purposes.

4. Ensuring Staff Capability

4.1 The Senior RTO Services Officer and any other staff member operating Student Support must be:

- Trained in administering and interpreting LLN assessment tools
- Familiar with ACSF levels and reasonable support adjustments
- Able to recognise when a learner's needs require referral to a qualified Trainer or external support

4.2 The Senior RTO Services Officer or other staff members operating Student Support, must not deliver formal LLN training or assess LLN competency unless holding appropriate qualifications.

5. Continuous Improvement

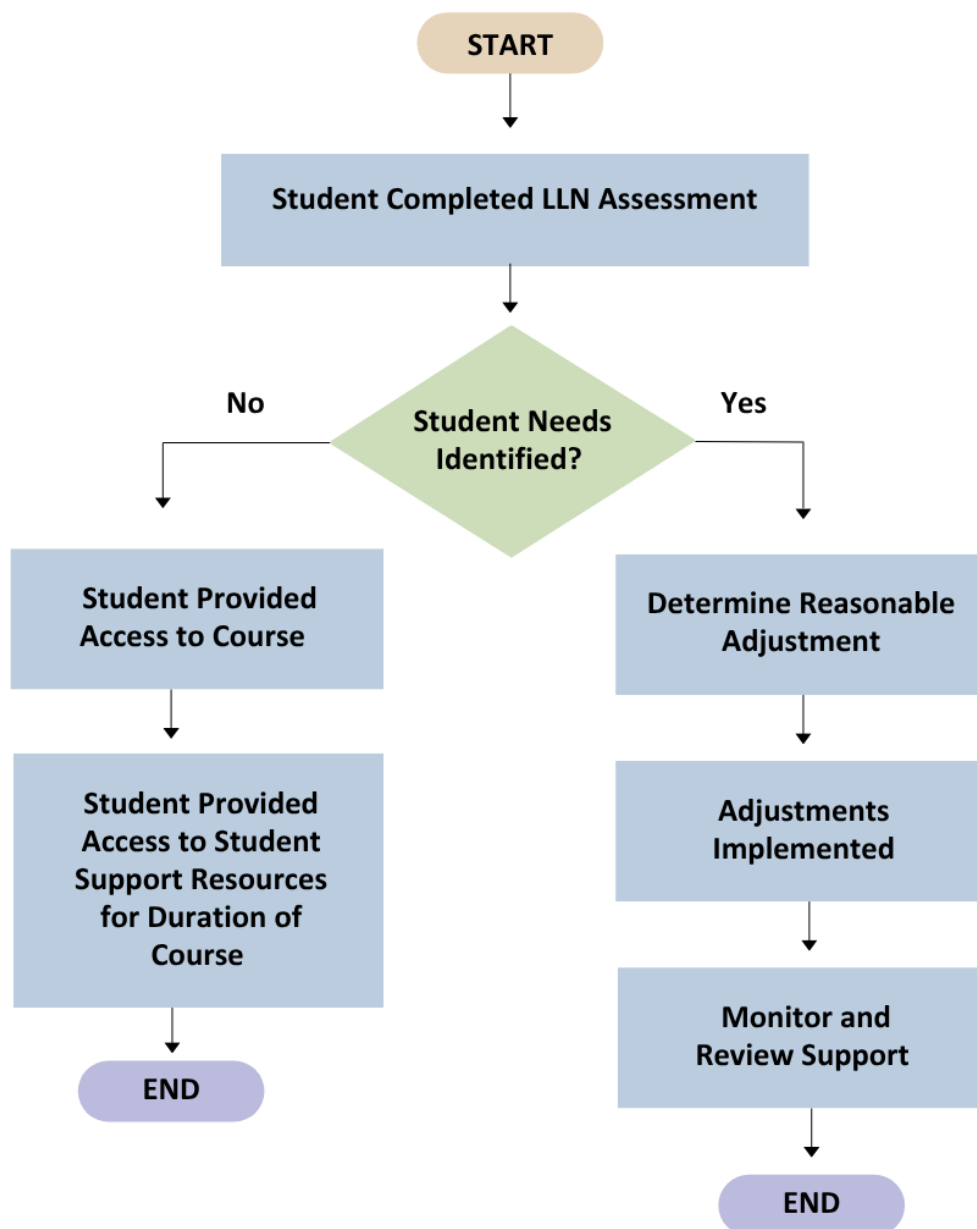
5.1 The CEO reviews all learner support data annually to identify trends, gaps and improvement opportunities.

5.2 Feedback from students and trainers is collected and used to enhance support services.

5.3 Any complaints or issues related to student support are managed in accordance with the A1 – Complaints and Appeals Policy & Procedure.

PROCEDURE FLOWCHART

STUDENT SUPPORT AND LLN FLOWCHART



Definitions

- **LLN (Language, Literacy and Numeracy)** – Core skills essential for learning, work and life. Includes reading, writing, oral communication, numeracy and learning capabilities.
- **Student Support** – Assistance provided by National Training to help learners successfully engage in training, including academic, personal, digital or administrative support.
- **Reasonable Adjustment** – A modification made to training or assessment to accommodate a learner's needs without compromising the integrity of the outcome.
- **Support Needs** – Identified barriers or challenges a student may have that require additional help to participate in learning (e.g. LLN difficulties, disability, anxiety, digital literacy gaps).
- **LLN Assessment** – A diagnostic tool used by National Training to evaluate a learner's current language, literacy and numeracy skill levels to ensure course suitability.
- **Senior RTO Services Officer** – A designated staff member responsible for supporting students' welfare, responding to requests for assistance and coordinating access to support services.
- **Trainer and Assessor** – A qualified individual responsible for delivering training and assessing student competence in accordance with the unit requirements and the Standards for RTOs 2025.
- **Commencement of Training** – The point at which the student has been granted access to the LMS (Learning Management System) and can begin engaging with course content.

Document History

Revision	Date	Description of modifications
1.0	1 st July 2025	Original Implemented to align to 2025 RTO Outcome Standards Replaces: <i>LL&N Policy & Procedure</i>

Document Details

Document Name:	Student Support and LLN Policy & Procedure
Policy Code:	A2
Department:	Administration and Support
Circulation:	All Staff
Location:	Dropbox & Website
Review Cycle:	This policy is reviewed annually or upon regulatory change.
Policy Drivers:	Alignment with 2025 Standards for RTO's This policy supports National Training's compliance with the following: Outcome Standards for RTOs 2025 • Standard 2.2 – Learner advised prior to enrolment, suitability of training product • Standard 2.3 – Learner Access to Support and Progression • Standard 2.4 – Reasonable adjustments to support learner with disabilities • Standard 2.5 – Equity and Inclusion • Standard 2.6 – Learner wellbeing
	Disability Discrimination Act 1992 (Cth)
	Equal Opportunity Act 2010 (Vic)
	Privacy Act 1988 (Cth)

Approval

Document Approved by:	Ian Oliver
Position	CEO
Signature	