

# Start of the Learner's Journey Policy

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## 1. Purpose

The purpose of this policy is to ensure that not only are learners provided with relevant and factual information, but that valid and useful information is gathered from the learners to help their journey.

## 2. Legislation

The Standards for Registered Training Organisations under Standard 1

The Standards for Registered Training Organisations under Standard 5

## 3. Learner Enrolment

At ISH24 our approach to enrolment and induction is to provide a pathway for learners to make informed decisions about their training and assessment and enter a training pathway that is the right fit for the learners and their current or future employer.

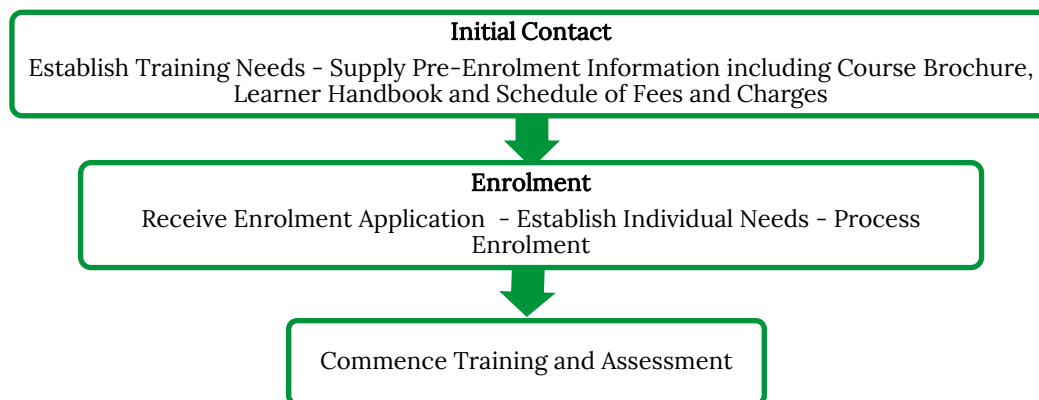
We strive to identify a learner's needs during the enrolment process to ensure that our services to each individual learner are appropriately adjusted to allow for their unique requirements.

To achieve this, we will:

- Provide persons making an enquiry with accurate and ethical marketing and pre-enrolment information that enables them to make confident and suitable decisions about selected training programs
- When determined as necessary (when indicated by learner or employer), conduct one-on-one enrolment interviews either face-to-face or over the telephone to individually assess the person's needs and circumstances and provide them with information about their rights and obligations
- Provide information about special requirements for their desired training program and pathways to obtain these
- Provide information about the occupational outcomes produced by their selected program and discuss how these align with their occupational goals and aspirations
- Validate that applicants meet the entry requirements for their selected program to ensure that they have the greatest opportunity for success and completing the course
- Determine if the applicant has the required access to information technology including modern computer systems and access to the internet if applicable.
- Determine that the applicants have appropriate language, literacy and numeracy skill and abilities to meet the requirements of their desired training program

- Determine if the applicant has any need for reasonable adjustment at the point of enrolment to allow training programs to be suitably adjusted
- Ensure there are no unnecessary barriers for persons to participate in the training program of their choice
- Provide comprehensive administrative support that allows the applicant to complete enrolment efficiently and commence training at an agreed time and place
- Inform applicants about alternate pathways to training such as gaining credit transfer for current competence or recognition of prior learning.

ISH24 will apply the following steps during the enrolment process:



Please refer to the following description and associated process diagrams for detailed information on the steps to be taken to fully engage with and induct a learner into a course program offered by ISH24.

## 4. Initial contact

The primary purpose of the initial contact process is to establish the needs of the Learner and ensure the Learner receives all pre-enrolment information applicable to the program they are interested in. Establishing the client needs is important to ensure that those clients enrolling in programs are aligned to training and assessment that meets their vocational requirements in the industry of their choice. By providing Learners with pre-enrolment information early, we are also ensuring that prospective learners are informed about their rights and obligations, about the training and assessment services to be provided and about the fee payment and refund arrangements.

There will be times when ISH24 staff are contacted by potential Learners (quite often these contacts will be employers) for information pertaining to available training. ISH24 staff should establish a positive client relationship from the start. How questions and answers are provided may make a big difference between securing an ongoing relationship or losing them to a competitor. Staff responding to inquiries are to do so courteously and professionally.

The following are guidelines are to be applied when engaging with an enquiring person:

- Try to establish over the phone which training program would be most appropriate. If the person really needs a training program that is not on ISH24 scope of registration, advise the person that we are not able to provide the training and tell them how they can find a course that better suits their needs. One way of doing this is to direct them to <http://training.gov.au> or refer the person to an Australian Apprenticeship Centre.
- If the person's needs do align with one of our training programs, inform the person of the ISH24 delivery model and the choices they have in the scheduling of training to suite their particular circumstances.
- Direct the person to the area of the ISH24 website where they can download the Learner Handbook, a copy of the course brochure and find information regarding the fee schedule applicable to the program they have enquired about and a copy of the enrolment application form
- Alternatively, obtain an email address from the person and send them the above information via email along with a copy of the enrolment application form. **Please note.** It is important to stress to a person making an enquiry that they are advised to read carefully the material you are sending to them.
- If the person advises that they wish to proceed with enrolment, provide them with instructions on completing the enrolment application form and sending it to ISH24 via email or online.
- Advise them that their application will be reviewed and if needed we will arrange a time for the person to conduct an enrolment interview with an ISH24 representative either in person or over the phone.

## 5. Enrolment procedure

The following steps are to be followed when enrolling a new learner into a training program:

- Receive the enrolment application form and check that it is completed correctly. Take note of any individual needs and LLN suitability the person has identified. If needed, contact the person and arrange a suitable time to undertake an enrolment interview.
- Undertake an enrolment interview (in person or by phone) to:
  - assess the person's individual needs and circumstances and present / discuss support options available to the person both within ISH24 and those available through specialist service providers;
  - explain the training and assessment services involved in the relevant training program;

Following receipt of the enrolment forms and after any necessary individual needs / LLN interviews, the remaining enrolment actions are required:

- Confirm the person received all required pre-enrolment information and confirm by email they know their rights and obligations, confirm fee payment arrangements and the services to be provided
- inform the person about opportunities for recognition of their prior learning or current competence
- confirm the next step to complete the enrolment process and commence training program.

- Complete enrolment application processing and create the learner profile within RTO Data.
- Enter and verify the learner's USI or create the learner's USI. Please refer to the USI website for the Proof of ID requirements and options: <http://usi.gov.au/Learners/Pages/proof-of-ID.aspx>
- Record any support arrangements for arrangements (if applicable) to cater for the learner's individual needs within the learner enrolment register in RTO Data. Inform training staff of these requirements and schedule a reminder for the allocated trainer prior to the commencement of the learner's program.
- create learner files complete with enrolment application form, proof of identity, enrolment interview record and course schedule report from RTO Data. The learner's file is to be batched with other learner files on the scheduled course and passed to the allocated trainer on the scheduled day of training.
- Prepare a learner confirmation of enrolment letter and invoice for tuition fees (initial payment) and send these to the learner via their supplied email.
- Confirm payment of tuition fees prior to the commencement of the training program

## 6. On the Day of Commencement

On the day of the first scheduled training the nominated trainer is required to:

- Confirm why the learner is in the class and what they wish to gain from the training (this allows trainer to contextualise session for industry, to ensure specific learner outcomes are achieved)
- engage with learners identified as requiring support services during the enrolment interview. Support services are to be negotiated with the learner and put in place before the commencement of the training program.
- record the attendance of learners and report any non-attendance to administration to enable a follow-up phone call to be made.
- confirm the payment of tuition fees and supply of learning resources.
- confirm licencing checks have been completed and a copy is site and disposed of accordingly
- confirm arrangements for the learner's work placement (if applicable) and that the work placement agreement and checklist have been completed or are scheduled.

## 7. Provision of pre-enrolment Information to learners

The Standards for Registered Training Organisations under Standard 5 identify that each learner is properly informed and protected either prior to enrolment or the commencement of training and assessment. At ISH24 we achieve this by providing prospective learners with the following three pre-enrolment information sources:

## Learner Handbook

The learner handbook is the primary information vehicle to inform learners about their rights and obligations prior to their enrolment. The learner handbook is supplied electronically as a PDF document and is available to all on the ISH24 website. The learner handbook is effectively the policy manual for all the learner's participation in training and engagement with ISH24. It should constitute a valuable information source for the learner who can reference the handbook when the learner has questions about their course participation.

The learner handbook contains information on the following topics for the learner:

- Introduction to ISH24
- Parking arrangements
- Public transport options
- Meal options
- Our expectation of you
- Training safety arrangements
- Equity and diversity support arrangements
- Privacy arrangements
- Refund policy
- Learner access to records
- Continuous improvement arrangements
- Assessment arrangements
- Re-assessment policy
- Language, literacy & numeracy skills
- Education support services
- Making complaints & appeals
- Recognition of existing skills & knowledge

## Course Brochure

The course brochure is the primary means of informing prospective learners about the services to be provided in relation to a specific course leading to a qualification or units of competency. Course information is displayed on the ISH24 website. If required a PDF version can be printed or emailed to prospective students.

The course brochure and website contain the following minimum information:

- the nationally endorsed outcome by code and title
- the expected duration of the course
- the entry requirements or prerequisites
- the mode of delivery of training and assessment
- the units of competency that comprise the course
- the assessment requirements to successfully complete the course
- learner resource requirements
- the expected locations for delivery
- identify clearly any third-party providers (if applicable)
- identify any work placement arrangements
- the expected occupational outcomes
- contact details for ISH24
- identify the RTO by its national code and legal name.

## Schedule of Fees and Charges

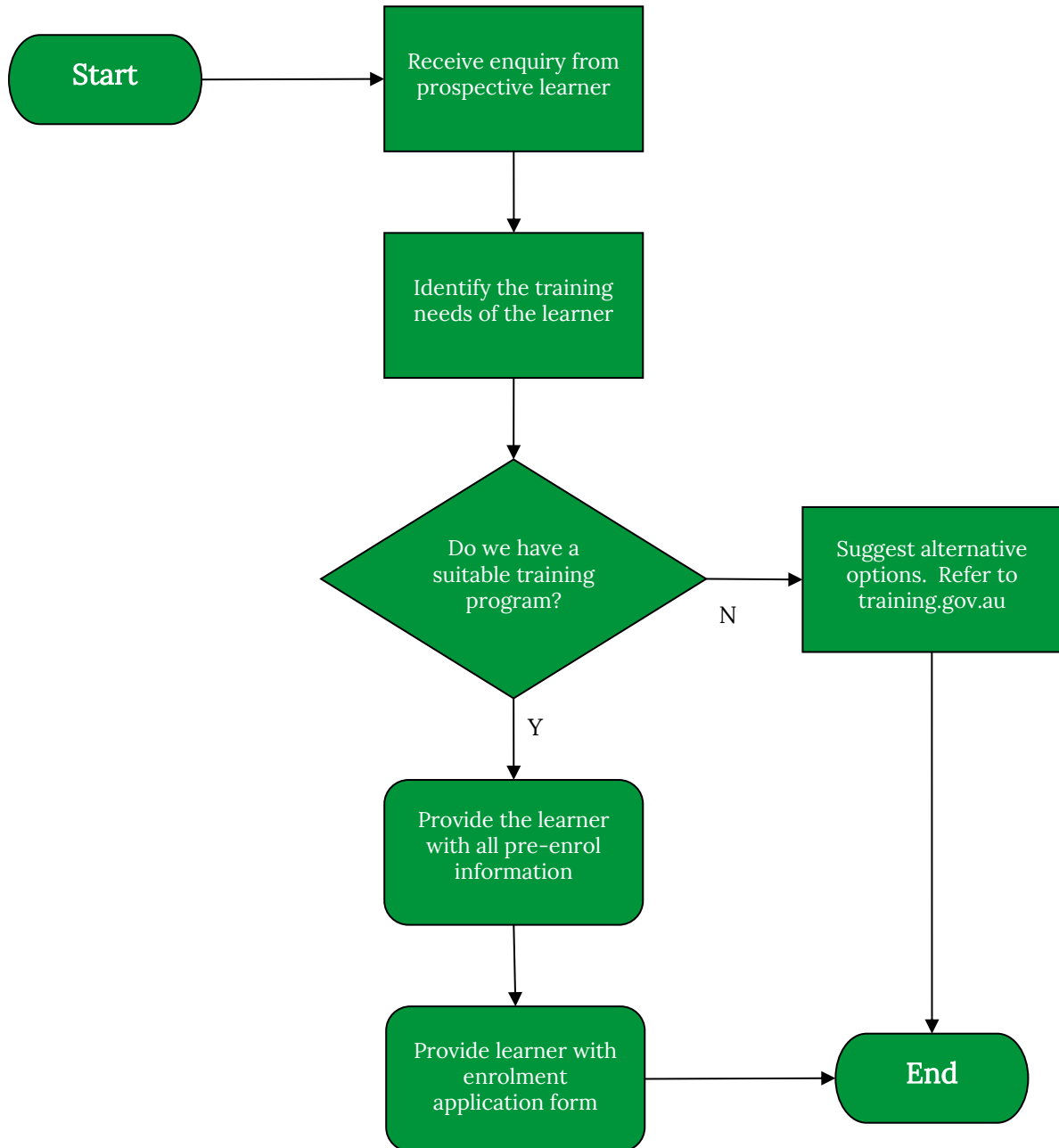
This schedule of fees and charges provides a central place where the nominated fees and charges to participate in services with ISH24 are listed. Schedule of fees and charges should contain the following information:

- the total amount of all fees including course fees, administration fees, material fees and any other charges for enrolling in a training program
- payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee
- the nature of the guarantee given by ISH24 to honour its commitment to deliver services and complete the training and/or assessment once the learner has commenced study
- any discounts, fee reductions or exemptions available for multiple enrolments, concession card holders, continuing learners, group bookings etc
- information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services
- the fees and charges for additional services, including such items as issuance of a replacement qualification parchment or statement of results and the options available to learners who are deemed not yet competent on completion of training and assessment
- ISH24 refund policy

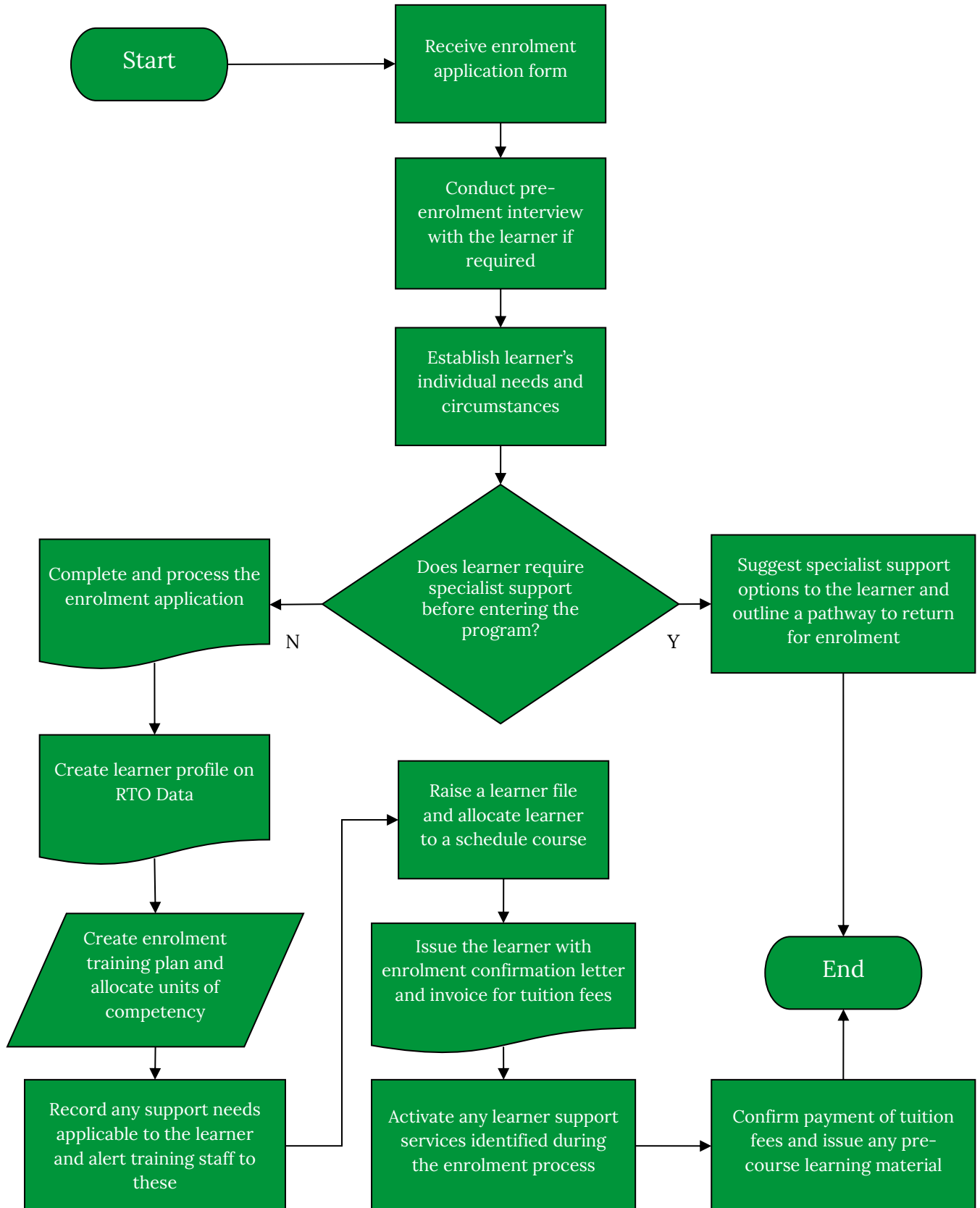
## 8. Informing Learners of Changes

If at any time there is a change to the agreed services to be provided or policies relating to the learner's rights and the payment of fees and other charges, ISH24 must advise current learners prior to any of these changes coming into effect. This includes changes in relation to new third-party arrangements or changes to ownership of ISH24.

## Initial Contact Process

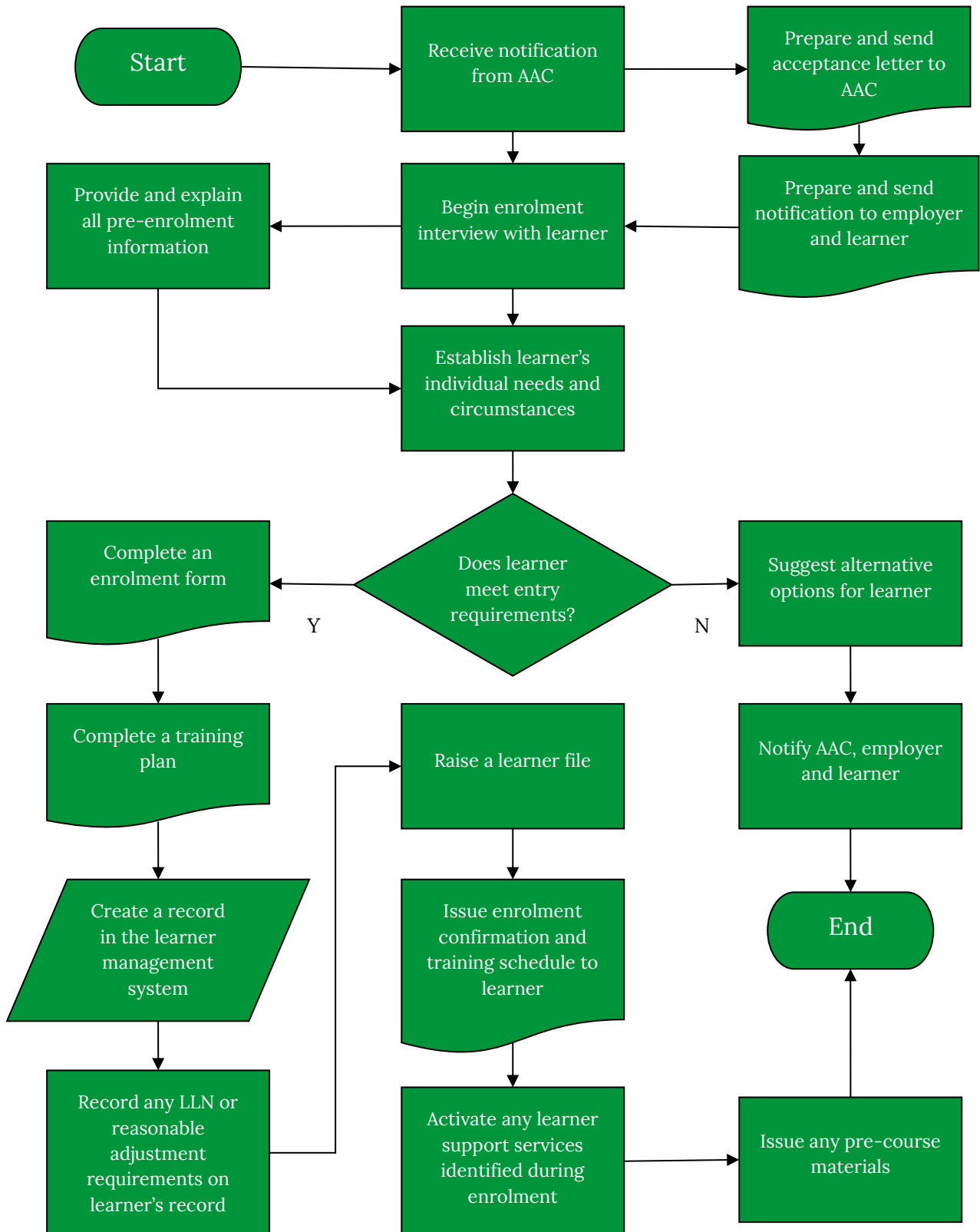


### Fee for Service Enrolment Process





### Funded Training Enrolment Process (when Applicable)



## 9. Learner Support Services

During the enrolment process ISH24 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 by email, 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 will be sent an enrolment package which includes the enrolment form to gather personal information about the learner.
- **Enrolment form.** The enrolment form includes specific questions for the learner in regard to their cultural and educational background. The 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 taken into account during the enrolment interview.
- **Enrolment interview.** Once the enrolment form is received, ISH24 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 which provides specific points for discussion during the interview relating to individual needs, LLN, rights and obligations, recognition opportunity.

This multipoint approach ensures that learners entering a training program with ISH24 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 support to provide individual support during learning activities and reasonable adjustment during assessment activities. This support must be coordinated through the Training coordinators to ensure suitable allocation of trainers is available. A verbal course can be offered and course structured altered to accommodate the learner.

Individual need	Support Service
<p>Significant LLN need that would prevent participation and completion of the course</p>	<p>Reading and Writing hotline: 1300 655 506</p> <p>Refer the learner to TAFE to complete Course in Language, Literacy and Numeracy: Nil Cost</p> <p>Part Time Day: 10 hours per week x 18 Weeks</p> <p>This course is delivered part-time 2 days a week 9.00am - 1.00pm</p>
<p>Recognised difficulties in studying and learning</p>	<p>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.</p> <p>The following online resources are also useful for providing learner support to study:</p> <p><a href="#">Effective Study skills</a> A useful quick overview of study skills <a href="http://www.adprima.com/studyout.htm">www.adprima.com/studyout.htm</a></p> <p><a href="#">How to Study</a> A large directory to study skills websites, including how to study in specific subject areas. <a href="http://www.howtostudy.org">www.howtostudy.org</a></p> <p><a href="#">Study Guides and Strategies</a> A wide ranging overview of the skills needed at all stages of learner life. <a href="http://www.studygs.net">www.studygs.net</a></p> <p><a href="#">Study Skills Self-Help</a> Covers important skills such as time management, note taking and exam preparation. <a href="http://www.ucc.vt.edu/stdysk/stdyhelp.html">www.ucc.vt.edu/stdysk/stdyhelp.html</a></p>
<p>Work hours are restrictive which would prevent the learner attending training during Monday to Friday.</p>	<p>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.</p>

Individual need	Support Service
English as second language	<p>A verbal course can be offered and course structure altered to accommodate (split days so not consecutive, more time to study and more individual attention from our trainers).</p> <p>For the assessment process, we would allow the student more time or the assessor could ask the questions verbally and record the answers on the student's behalf.</p>
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	ISH24 will have safety boots and overalls available for Learners with inadequate footwear and clothing.
Learner required counselling support and advice about their personal situation	<p>Learner may be referred to:</p> <ul style="list-style-type: none"> <li>- Lifeline 13 11 14</li> <li>- Beyond Blue 1300 22 4636</li> <li>- Salvation Army Family Welfare Centres</li> <li>- Catholic Care, Family Support Service</li> </ul>
Learners with a disability or medical condition	<p>All possible allowances may be provided to persons with disabilities.</p> <p>Assessors are to use their judgement in assessing the learner's ability to perform tasks in a safe manner.</p> <p>All students must pass the Health and Fitness Declaration in order to be eligible to attend the training. If students are unable to meet the health and fitness requirements,</p>
Learners with visual impairment	<p>Learners with visual impairment can be supported by supplying internal learning resources with a larger printed font.</p> <p>Learners can also be supplied with audio recordings of learning sessions where appropriate.</p>
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 ISH24 RTO/Education Manager.

## 10. ATSI Cultural Awareness

ISH24 are committed to providing a culturally supportive learning environment for learners who identify as Aboriginal and Torres Strait Islander. The following information provides a guide to being culturally aware and sensitive.

### Men's or Women's Business

Discuss with the learner if there are any aspects of the training that are considered Men's or Women's Business and if so, make appropriate adjustments in the program for that learner.

### Referring to Aboriginal People

Do not make general reference to Aboriginal people inferring that 'Aboriginal' covers both Aboriginal and Torres Strait Islander people.' This is considered offensive and generalises both cultures. It is also considered a generalisation to use the word Indigenous in reference to Aboriginal & Torres Strait Islander people – try to refrain from using this term.

### Providing Support

It is important to approach this sensitively and not cause embarrassment or shame to the person by asking them whether or not they can read or write. When the time comes for the person to read or write something, ask them if they would like help or the help of a family or community member. In most cases the person will ask for assistance if they need it, provided the issue has been approached with sensitivity and respect.

### Swearing

It can be common for some ATSI people to use swear words in their regular vocabulary and in general conversation. Swearing is not considered to be as offensive as it is in some cultures. If this happens, try not to take any offence and just focus on the message being communicated. This does not include a person swearing directly at you in a derogatory, threatening or offensive manner; this behaviour should not be tolerated by anyone.

### Non-verbal signs

Aboriginal English makes considerable use of non-verbal signs, especially when discussing direction. These are an integral part of the communication process and should not be ignored.

### Non-verbal communication

Be sensitive to the use of non-verbal communication cues which are a part of their communication patterns. The use of silence does not mean they do not understand, they may be listening, remaining non-committal or waiting for community support. During discussions, they may delay expressing a firm opinion, preferring to listen to others' opinions first before offering their own.

## Images of deceased people

Avoid displaying or broadcasting images of deceased people. If it is important to do so, make sure that you have permission from the person's family and/or community and include a relevant disclaimer. Images of people included in training materials used by ISH24 must be approved by the ISH24 RTO/Education Manager.

## 11. Core Skills Support

Core skills are critical to almost all areas of work. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as comprehending written work instructions and producing written documents. The Australian Core Skills Framework (ACSF) describes each of the five core skills of learning, reading, writing, oral communication and numeracy. Staff not familiar with the ACSF are recommended to study the information available at the following two sites:

<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>

[www.precisionconsultancy.com.au/acs\\_framework](http://www.precisionconsultancy.com.au/acs_framework)

Research has indicated that many adult learners do not have the language, literacy and numeracy skills they need to effectively participate in vocational education and training. The increasing importance of core skills such as communication in the workplace highlights the need for underpinning language, literacy and numeracy skills.

To support this approach ISH24 will:

- Assess a learner's core skills during their enrolment on an as needed basis to ensure they have adequate skills to complete the training;
- Support learners during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered;
- Provide clear information to learners about the detail of the core skills assistance available;
- Refer learners to external language, literacy and numeracy support services that are beyond the support available within ISH24 and where this level of support is assessed as necessary; and
- Negotiate an extension of time and other support arrangements to assist learners to complete training programs if necessary.

## 12. Core Skills Assessment

The following procedure is to be followed in order to assess a learner's core skills:

- **Self-assessment.** In the first instance, prospective learners are asked on the enrolment form "Do you consider that you have adequate language, literacy and numeracy skills to undertake the course?" In response to this question, the learner may tick yes, no or not sure. If the learner ticks yes, it is to be assumed that the learner will have the language, literacy and numeracy skills to undertake the training.

- **Interview.** If the learner ticks no or not sure on the enrolment form, the learner should be contacted and arrangements made for an interview to further assess their language, literacy and numeracy skills. The interview will be by phone. The purpose of the interview is to establish the background, motivation and general abilities of the learner to determine what support ISH24 may provide. The Core Skills Interview Guide is available in the forms folder.
- **Core Skills Indicator Assessment.** Depending on the information gained from the interview, it may be necessary to invite the learner to undertake a Core Skills Assessment. The assessment is not intended to cause anxiety but to determine where the learner has specific language and literacy deficits and to determine what support is required to undertake ISH24 training. The Core Skills Indicator Assessment is available in the forms folder.

### 13. Supporting Learners with Language, Literacy and Numeracy Deficits

Where it is determined that a learner does have deficiencies with their core skills, ISH24 is to adopt strategies which enable the learner to progress in their desired training program. The following strategies are to be considered and will be informed by the level of language, literacy or numeracy deficit determined during the assessment:

- Negotiate a training program with the learner that recognises that additional time will be required to appropriately support the learner to complete the training.
- Obtain a strong commitment from the learner that they will provide personal effort that is in addition to that normally required to undertake the training program.
- If agreed to by the learner, engage with the learner's employer to negotiate the additional time and effort required to appropriately support the learner during the training program.
- Provide the learner with a list of the words and terms which are highly relevant to the workplace skills and knowledge being delivered within the training program. This list should be practised with the learner to get them comfortable with identifying the words and their meaning. This list should be expanded over time and acts as a "vocational vocabulary" and will focus the learner on small steps of achievement.
- Program sessions where learning information that would usually be delivered to the learner via their own reading is presented to the learner verbally and is supported by questions and answers.
- Make arrangement to regularly engage via teleconference with the learner to monitor their progress and adjust the support strategies.

### 14. Referring the Learner for Language, Literacy and Numeracy Assistance

Where it is determined that a learner has core skills which are beyond the support available within ISH24, the learner should be referred for dedicated language, literacy and numeracy training. This training is available through most public training providers (e.g. TAFE). These courses have been designed to provide learners with the opportunity to gain specific language, literacy and numeracy skills required in a vocational or work environment, which meet the requirements to gain entry into a range of vocational qualifications and gain language, literacy and numeracy related employability skills.

## 15. Deciding to Refer the Learner

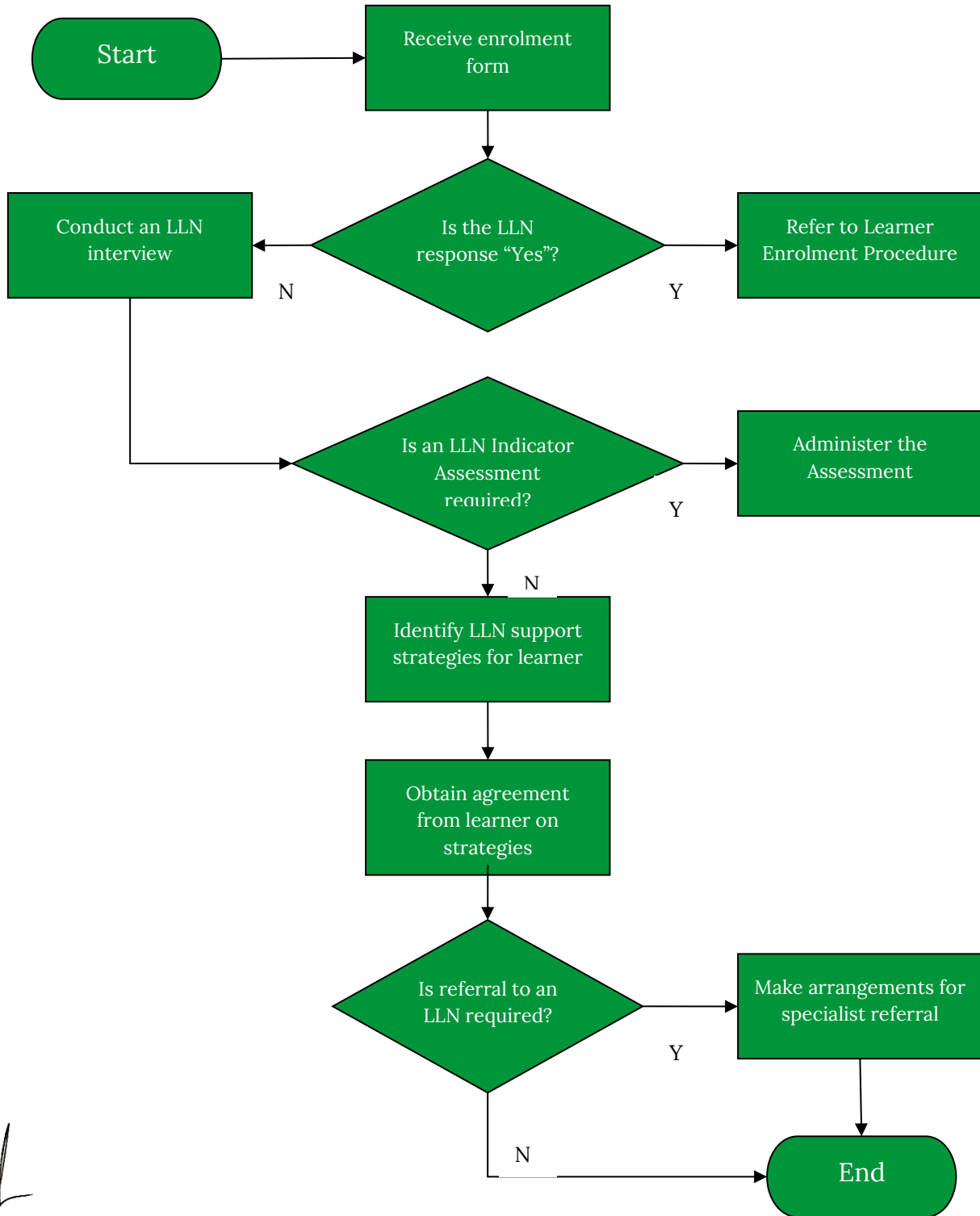
The decision to refer a learner to another training provider for language, literacy and numeracy training will be based on the level of assessed core skills deficit and the learner's motivation to improve their abilities.

As a general guide:

- If the learner does not currently possess the basic skills to perform training and development tasks in the workplace, they **should** be referred for assistance which should occur prior to enrolment with ISH24.
- If the learner's skills are adequate for the workplace but will hinder their participation in training, they **should not** be referred. Instead, ISH24 is to design and implement suitable support services to enable their training and assessment.



## Language, Literacy and Numeracy Process




Daniel McMahon  
Director

## VERSION CONTROL

Date	Version	Changes Made		Changed by
		Grammar and Spelling	Formatting	
20/09/2022	2.0	Check all and correct	Update to new style. Add version control page	Su White