

LEADERSHIP
MANAGEMENT
AUSTRALIA



Participant Support and Progression Policy

Leadership Management Australia

Leadership Management Australia Pty Ltd

ABN 93 005 018 084
Level 1/6 University Place
Clayton Victoria 3168
Phone: 03 9822 1301
Fax: 03 9824 7154
email: info@lma.com.au
www. <https://lma.edu.au>

1. PURPOSE

- 1.1 Leadership Management Australia Pty Ltd (LMA) seeks to provide every Participant with the support they require for successful completion of their course. The purpose of this policy is to ensure that the support needs of individual learners are identified prior to the commencement of training to enable appropriate support strategies to be put in place for participants who require additional support. This policy relates to the Standards for RTO's 2015: Clauses 1.3, 1.7, and 5.4.

2. DEFINITIONS

Access and equity: means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes

AQF: means Australian Qualifications Framework which can be accessed at <http://www.aqf.edu.au/>

ASQA: means Australian Skills Quality Authority which is the national VET regulator and LMA's registering body.

Client Support: means the person allocated to provide individual coaching and support to the Participants in LMA L&S courses to assist in the achievement of the qualification and individual course goals (Win-Win Agreement Goals).

Course: means any nationally recognised qualification, unit of competency, skill set, or short course delivered by LMA.

Mentoring/Coaching Support: Participants will be provided with mentoring/coaching support from one of our qualified Facilitators (Trainers Assessors).

Reasonable adjustment: means a modification made to the learning environment, training or assessment methods used to enable Participants with a disability to access and participate in training on the same basis as those without a disability. The adjustment must be 'reasonable' in that it must not impose unjustifiable hardship on the person or LMA.

RTO: means Registered Training Organisation.

Standards: means the Standards for Registered Training Organisations (RTOs) 2015 from the VET Quality Framework.

Training Plan: means the plan for the training and assessment to be delivered to an Eligible Individual in accordance with the applicable Government Funding Contract.

Participant Management System (SMS): refers to LMAs systems used to record Participant training and assessment records. These include a combination of VETtrak, Feedback Online (FBOL) and LARS.

LMA Educational and Support Services: may include, but are not limited to:

- pre-enrolment materials
- referral to employee language, literacy and numeracy (LLN) programs
- equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity
- reasonable adjustment (as described above)
- any other services that LMA in consultation with the Participants employer that LMA considers necessary to support learners to achieve competency

(Definitions sourced from ASQA Glossary on 15/02/2024: <https://www.asqa.gov.au/standards/appendices2/appendix-2>)

3. POLICY

3.1 Training Progression

- 3.1.1 Training progression means maintaining a reasonable level of involvement and achievement in a course during the time frame set for the course. This means a Participant is required to:
- meet all of the attendance obligations of the course they are studying
 - submit and undertake all assessments on time for the course they are studying and complete all requirements of the course within the prescribed study period.
- 3.1.2 Maintaining a reasonable level of involvement and achievement is important because it indicates a Participant is achieving the learning objectives and competencies for a course.
- 3.1.3 Employers of the Participant engaged in the training also expect reasonable levels of involvement and achievement as the employer has invested in the Participants development through undertaking and successfully completing the course.

3.2 Identification of support needs

- 3.2.1 Early identification of the support needs of Participants is essential for establishing adequate support strategies to maximise opportunities for successful completion. LMA identifies support needs through the following processes.
- Enrolment and the Pre-Training Review – Participants are asked at enrolment to indicate if they have any support needs due to disability, illness, low literacy or other reasons as part of the standard enrolment form.
 - Language, Literacy and Numeracy Assessments (LLN) are completed by all Participants prior to the commencement of training. LLN assessments are completed online for LMA L&S Participants and in paper-based format for LMA OpEx Participants.

3.3 Failure to Progress

- 3.3.1 Progression is required of all Participants in each course they are enrolled into. LMA has an obligation to intervene where there are signs of a Participant failing to progress including:
- absenteeism from training activities, such as scheduled workshop sessions
 - consistently arriving late or leaving early from scheduled workshop sessions
 - failing to submit assessment items
 - consistently requesting extensions to assessment submission dates
 - regularly receiving 'not yet satisfactory' results for submitted assessment items, and/or
 - lack of interaction with their Facilitator (Trainer Assessor) and/or Client Support Person

3.4 Assistance and support

- 3.4.1 The primary aim of managing failure to progress situations is to assist Participants achieve course requirements, as close to the original time period set for the course. Potential LLN support needs are often not nominated by Participants but are instead identified through the Pre-Training review and LLN assessment.
- 3.4.2 If formal support is to be provided an agreed strategy put in place and this will be documented. Participant support and progression will be monitored accordingly by the Facilitator (Trainer Assessor) to review the effectiveness of the agreed support strategy and record any to changes to the agreed support strategy.

3.5 Provision of support

- 3.5.1 LMA will seek to provide additional support to Participants through our own Facilitators (Trainer Assessors) and Client Support wherever possible. If necessary, Participants and their employers may be referred to external specialist support services where LMA Facilitators (Trainer Assessor) or Client Support do not have the expertise to adequately support a Participant and must aim to help the Participant meet the requirements of a course in a timely manner.
- 3.5.2 Support provided directly by our Facilitators (Trainer Assessors) and Client Support Person may include additional one-on-one coaching, additional time to complete activities or reasonable adjustments to assessment activities.

3.6 Progressive Learning

- 3.6.1 To support continued activity within the course it is important that Participants undertake the course as prescribed in the relevant training and assessment strategies and their *Training Plan*. This is because course structures have been developed to support learning, build the requisite skills and knowledge for the next unit, and progressively foster Participant learning and development.

3.7 Cost of support

- 3.7.1 Additional support by LMA Facilitators (Trainer Assessors) and Client Support is provided at no-cost to the individual Participant. Where a client has a high proportion of staff with low literacy or other support needs which may affect the delivery time of the overall course, this should be factored into the initial costing of the course and negotiated with the client. The provision of external support services may incur an additional cost to the client. In all cases this will be discussed and agreed to with the client prior to the commencement of the course.

3.8 Review of Support

- 3.8.1 Where a formal support strategy has been agreed to it should be documented in the student management system (FBOL or LARS) and monitored on a regular basis.

3.9 Privacy

- 3.9.1 LMA staff are required to show sensitivity and respect in the provision of additional support to Participants. Participants have the right to access information held by LMA about them. Information about Participants should not be shared with any other person who is not directly involved in the provision of training and assessment services to the individual. With the consent of the Participant, support needs may be discussed with Employers who may be required to assist in the implementation of a support strategy.

3.10 Review and Appeals

Participants will have access to the Complaints and Appeals process in regard to decisions made under this policy.

4. PROCEDURE

1. Support and Progression

Refer SRTOs: Clause 1.3, 1.7, and 5.4

Procedure	Responsibility
<p>A. Identification of support needs</p> <ul style="list-style-type: none"> Enrolment Processes – The learning and support need of all Participants is assessed upon entry into their course. Information to make this assessment is gathered through the information provided by the Participant on the application and/or enrolment forms, through LLN, and the one on one discussion with the Participant during their induction/onboarding to the course. Participants are asked at enrolment to indicate if they have any support needs due to disability, illness, low literacy or other reasons as part of the <i>Enrolment Form</i>. Language, Literacy and Numeracy Assessments (LLN) Tests are conducted on the orientation/onboarding day and administered by qualified Facilitators (Trainer Assessors). LLN assessments are completed online for LMA L&S Participants and in paper-based format for LMA OpEx Participants. 	<p>Facilitators (Trainer Assessors)</p> <p>Head of National Delivery and Quality,</p> <p>National Program Manager</p> <p>National Quality and Compliance Manager</p> <p>Administration Manager</p>
<p>B. Support Needs</p> <p>Nominated support needs for LMA L&S Participants</p> <ul style="list-style-type: none"> If an LMA L&S Participant nominates that they have additional support needs (LLN or other) through the online enrolment form, this is automatically flagged with the Facilitator (Trainer Assessor) for that course, who will be able to view the information on the course File Note report. The Facilitator (Trainer Assessor) will speak to the Client Support and will decide who will make contact with the Participant prior to commencement to discuss how their needs can be best met. A support strategy is agreed to and documented in the FBOL File Note field. Ongoing notes can be made by the Facilitator(Trainer Assessor) and Client Support in the FBOL File Note field to monitor the effectiveness of the agreed support strategy and to record any changes to the agreed support strategy. <p>Nominated support needs for LMA OpEx Participants</p> <ul style="list-style-type: none"> If an LMA OpEx Participant nominates that they have additional support needs (LLN or other needs) at enrolment, this is noted on the <i>Pre-Training Review Form</i> by the Facilitator (Trainer Assessor) conducting the Pre-training review. The request for additional support is recorded in the Student Management System by the Administration Officer processing the enrolment. A support strategy will be agreed upon by the Facilitator (Trainer Assessor) and the Participant during the Pre-training review and this is documented in LARS, (the Participant progress tracking system) by the Facilitator (Trainer Assessor). Ongoing notes are made by the Facilitator (Trainer Assessor) in LARS to monitor the effectiveness of the agreed support strategy and record any to changes to the agreed support strategy. 	<p>Facilitators (Trainer Assessors)</p> <p>Head of National Delivery and Quality,</p> <p>National Program Manager</p> <p>National Quality and Compliance Manager</p> <p>Administration Manager</p>
<p>C. Failure to Progress</p> <ul style="list-style-type: none"> A Participant showing signs of failure to progress will be deemed 'At risk'. Where a Participant is deemed 'At risk' their Facilitator (Trainer Assessor) will make contact with them highlighting their progression status and clearly outlining what is required for immediate action. The Facilitator (Trainer Assessor) may inform the Participant's employer/direct manager of the Participants failure to progress where the course fees are being paid by the employer. 	<p>Facilitators (Trainer Assessors)</p> <p>Head of National Delivery and Quality,</p> <p>National Program Manager</p> <p>National Quality and</p>

Procedure	Responsibility
<ul style="list-style-type: none"> The Participant must reply to the contact from the Facilitator/(Trainer Assessor) and/or Client Support Person within 5 working days of receiving the contact. If a Participant does not respond to either of the 2 'At risk' contacts the Participant will be issued a notice of LMAs 'intention to withdraw' the Participant from the relevant course/s. If the Participant does not respond to the notice of intention to withdraw within 5 working days LMA administration staff are to withdraw the Participant from the relevant course/s within the Participant Management System (SMS) and inform the Participant and their employer of the withdrawal. If a Participant responds to the initial 'At risk' contacts the Participant in consultation with their employer will work with the Facilitator (Trainer Assessor) to devise and implement strategies and/or a support plan to assist the Participant with their progression. 	<p>Compliance Manager Administration Manager</p>
<p>D. Assistance and support</p> <ul style="list-style-type: none"> For LMA L & S Participants the LLN assessment is conducted online and where the outcome would indicate that additional support may be required this is flagged by the FBOL system to the Facilitator (Trainer Assessor) and Client Support Person. The Facilitator (Trainer Assessor) will consider the outcome of the LLN assessment and use their professional judgement as to whether to offer direct formal support to the Participant or to provide less formal indirect support as may be required. If formal support is to be provided this will be documented in FBOL and monitored accordingly. For LMA OpEx Participants the LLN assessment is conducted during the Pre-training Review session with the Facilitator (Trainer Assessor). Where the outcome would indicate that additional support may be required this will be discussed during the Pre-training Review with the Participant and an agreed strategy put in place. The strategy is documented in LARS, (the Participant progress tracking system) by the Facilitator (Trainer Assessor). Ongoing notes are made by the Facilitator in LARS to monitor the effectiveness of the agreed support strategy and record any to changes to the agreed support strategy. 	<p>Facilitators (Trainer Assessors) Head of National Delivery and Quality, National Program Manager National Quality and Compliance Manager Administration Manager</p>

SUPPORTING DOCUMENTS

- Pre-Training Review Form
- LLN Assessment Tools
- Pre-Training Review Policy and Procedure
- Enrolment Policy & Procedure
- Participant Handbook
- Enrolment Form
- Credit Transfer and Recognition of Prior Learning Policy and Procedure.
- Complaints and Appeals Policy and Procedure