

CP017 Student Learning and Assessment Support Procedure

1. Purpose

The purpose of this procedure is to ensure that all enrolled students at Wodonga TAFE have access to support services to maximise their opportunity for success in their chosen learning program. This procedure and any associated assessments are not intended to be used as part of a selection process for entry into programs.

2. Scope

All enrolled students of Wodonga TAFE are covered by this procedure.

3. References

- INT04/895 WT Language, Literacy and Numeracy Assessment
- DF002 Student Support Plan Form
- DF017 Learning and Assessment Support Interview Record Form

4. Definitions

See Wodonga Tafe Glossary on StaffNet for current definitions

Support Coordinator: In the context of this procedure, a Support Coordinator refers to one of several staff of the Institute who have particular responsibilities in the areas of student support. This includes the Study Skills Coordinator, the Disability Liaison Officer and the ESL (English as a Second Language) Coordinator.

Learning Assessment: In the context of this procedure, a learning assessment is a tool used to identify difficulties experienced by a student in the areas of literacy, language or numeracy. This assessment process is not a diagnostic process and does not provide neuropsychological information – it is anticipated that this assessment process will highlight indicators of the need for further intensive assessment.

5. Procedure

Item	Action/Comment	Responsibility
1	All students are to be informed of the provision for language, literacy and numeracy assessment prior to enrolment in their course.	Market Research, Strategy & Services (MRSS) Manager/ Cluster Manager/ Manager
2	At enrolment, students are given the opportunity to indicate if they need support or assistance as a consequence of a disability or medical condition. Administration Services or Enrolment Centre staff will ensure that copies of enrolment forms where this item is ticked 'Yes' will be forwarded to the Disability Liaison Officer.	Administration Services
3	At enrolment, students are given the opportunity to indicate if they need support or assistance in the areas of language or literacy. Administration Services or Enrolment Centre staff will ensure that copies of enrolment forms	Administration Services

Item	Action/Comment	Responsibility
	where this item is ticked 'Yes' will be forwarded to the relevant teaching department.	
4	<p>At enrolment, or as part of their orientation/induction program, students are to be given a handbook that provides details of the support services available to them while they are enrolled at Wodonga TAFE. Cluster/ Department handbooks must provide information on support services for students, including:</p> <ul style="list-style-type: none"> • Disability support • Language, literacy and numeracy support • Support for Aboriginal students • Support for any other special needs that may impact on the learner's ability to succeed in their course. <p>Handbooks must be made available to students in other formats (e.g. electronic) if required.</p>	Cluster Manager/ Manager
5	Trainees, apprentices, distance learners or others who may have to rely heavily on text-based resources to assist in independent learning will be given the opportunity to undertake a learning assessment at (or soon after) enrolment.	Course Coordinator / Teacher
6	<p>For learners in other programs, a formal assessment of language, literacy and numeracy skills could be conducted if:</p> <ul style="list-style-type: none"> • the student ticks 'Yes' to the question on language and literacy support on <i>CF001 Enrolment Form</i>, • the learner requests an assessment, • the learner requests assistance with learning • the teacher or course coordinator suspects that the learner is having difficulty with these aspects of the program. 	Cluster/ Support Coordinator
7	An example of an assessment tool, together with some guided instructions on how to administer and interpret the results, can be found in TRIM INT04/895 Language, Literacy and Numeracy Assessment. Clusters/ Departments are encouraged to develop their own assessment tool or process and can get some advice on an appropriate approach from the Study Skills Centre.	Cluster / Study Skills Coordinator
8	If it is determined that there may be problems relating to a disability or to low levels of language, literacy or numeracy (either through a formal assessment process or otherwise), then a follow up interview, using <i>DF017 Learning and Assessment Support Interview Record Form</i> should be conducted.	Course Coordinator
9	Completed <i>DF017 Learning and Assessment Support Interview Record Form</i> (and completed assessments, if conducted) should be forwarded directly to appropriate Support Coordinator.	Course Coordinator
10	A <i>DF002 Student Support Plan Form</i> is to be developed for each student who has been referred under this process. The Student Support Plan is to be developed in consultation and collaboration with the learner, and course coordinator and/or cluster manager of the relevant cluster. The Student Support Plan must be signed by all parties.	Support Coordinator

Item	Action/Comment	Responsibility
11	A support file must be created and maintained for each student who has a Support Plan. The original copies of assessments, <i>DF017 Learning and Assessment Support Interview Record Form</i> and the <i>DF002 Student Support Plan Form</i> are to be kept in this file. Files must be set up in such a way as to ensure the privacy rights of the student are protected.	Support Coordinator
12	The Course Coordinator is responsible for ensuring that all direct teaching staff are aware of the supports and/or reasonable adjustments agreed on the plan and are to ensure there is consistency in providing support to the student.	Course Coordinator / Department Manager
13	<p>The Support Coordinator must review the <i>DF002 Student Support Plan Form</i> for effectiveness at least once each term over the period of the student's enrolment.</p> <ul style="list-style-type: none"> • If there are no changes to the plan, it is signed by the Support Coordinator and student • If it is determined that amendments/additions are required then the same consultative approach as when the plan was first developed must be undertaken. <p>Reviewed or updated plans must be returned to the student's file after all relevant parties have been provided with updated copies. Updates must be documented on the plan and signed by relevant parties.</p>	Support Coordinator

6. Appendix

Nil applicable.