

ADDITIONAL SUPPORT PROCEDURE
RELEVANT STANDARD(S):

Standards for Registered Training Organisations (RTOs) 2015	Chapter 3—Support and Progression ▪ <i>Clause 1.7</i>
National Code of Practice for Providers of Education and Training to Overseas Students 2018	Standard 6 Overseas student support services: ▪ <i>Clause 6.1 - 6.9</i>

PURPOSE	This process serves as the guide and reference document for the assessment of need and identification of additional support for students. Changes to this procedure may only be made upon approval of the CEO of Dynamite Studios Australia
ROLE UNDERTAKING TASK	Admissions Team
DOCUMENT UPDATED	23/03/2023

No.	Person/s Responsible	Steps to take
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1	Trainers/ Assessors	New Students (1) Once a new student is endorsed to you, review the student’s enrolment and pre-enrolment records. In particular, review the students: <ol style="list-style-type: none"> Enrolment form Pre-enrolment interview LLN Assessment RPL application, if relevant Credit recognition application, if relevant (2) Based on the outcome of the pre-enrolment assessments, categorise the student as either: <ol style="list-style-type: none"> Beginner – no prior relevant knowledge, skills or experience; no additional support requirements Intermediate – some recent prior/current relevant knowledge, skills or experience, but not eligible for RPL or credit recognition; no additional support requirements Advanced – with sufficient recent prior/current relevant knowledge, skills or experience, making student eligible for RPL or credit recognition for some units included in the course; no additional support requirements Expert – with extensive recent prior/current relevant knowledge, skills or experience, making student eligible for RPL or credit
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		<p>recognition for majority/all of the units included in the course; no additional support requirements</p> <p>(3) Customise the student's Training Plan, accordingly, taking into account the student's prior knowledge, skills and experience. Use the Training Plan Template. Use the Training and Assessment Strategy for the course as reference to customise the Training Plan. Recommendation for each unit/cluster is based on the following pathways:</p> <ol style="list-style-type: none"> a. Training and Assessment Pathway (for beginner-level cohorts) – Learners with no prior relevant knowledge, skills and experience are required to undergo the full study mode, where they will complete all training and assessment activities. b. Assessment Only Pathway (for intermediate- to advanced- level cohorts) – Learners with moderate relevant prior knowledge and skills with limited related industry experience, may complete the course via assessment only pathway (or reduced training pathway) upon the trainer's endorsement. c. Recognition Pathway (for expert-level cohorts) – Learners with extensive relevant knowledge, skills and experience in the related industry (one year or more) may undergo RPL, or credit recognition, where applicable. <p>(4) To adjust the training plan, tag each activity as either:</p> <ol style="list-style-type: none"> a. Required – Activities that must be successfully completed as a requirement of the course b. Recommended – Activities that are recommended to learners based on their level of knowledge, skills and experience, to help them in completing the requirements of the course c. Optional – Activities that learners may/may not undertake based on their preference. the learners are already knowledgeable/skilled in these areas d. Not applicable – Activities that are not relevant to the learner. E.g. training activities for learners eligible to apply RPL <p>(5) Where the student requires additional support, document relevant strategies in the training plan. See Additional Support Policy for complete details.</p> <p>(6) File the customised Training Plan with the student's records.</p> <p>(7) Send the student a welcome email introducing yourself and providing the following information:</p> <ol style="list-style-type: none"> a. a copy of the customised Training Plan for the student's reference b. a copy of the class schedule, if applicable c. a copy of the webinar schedule, if applicable d. link to training and assessment resources, or RPL resources where applicable
2	Trainers/ Assessors	<p>Responding to Enquiries</p> <p>(1) Respond to enquiries within 2 business days of receiving the enquiry.</p>

		<p>(2) Where response is provided verbally, follow up the correspondence with a document written of the discussion. This may include:</p> <ol style="list-style-type: none"> a. Student portal messaging b. Email <p>(3) Ensure all student correspondences are recorded and filed accordingly.</p>
3	Trainers/ Assessors	<p>Running Face to Face Sessions and Webinars</p> <p>(1) Ensure all session resources are current:</p> <ol style="list-style-type: none"> a. Session plans b. Presentations c. Handouts <p>(2) Run sessions on time</p> <p>(3) Interact with students</p> <p>(4) Regularly seek student feedback</p> <ol style="list-style-type: none"> a. Ongoing (informally, at the end of each session) b. At the end of the session for an entire unit / cluster / term <p>(5) Document actionable feedback via the Continuous Improvement Policy and Procedure.</p>

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1	Enrolment Coordinator	<p>(1) Where a student is suspected to require additional support, refer the student to the trainer/assessor. See Pre-Enrolment Procedure for more details.</p>
2	Trainers / Assessors	<p>New Students</p> <p>(1) Where Enrolment Coordinator refers students suspected to require additional support, review the student's enrolment and pre-enrolment records. In particular, review the students:</p> <ol style="list-style-type: none"> a. Enrolment form b. Pre-enrolment interview

		<p>c. LLN Assessment</p> <p>(2) Based on the outcome of the student's pre-enrolment assessments, recommend:</p> <p>a. Defer enrolment</p> <ul style="list-style-type: none"> - If the assessment outcomes clearly indicate that the student will not be able to undertake the course due to the LLN skills gap. - For example, the course includes tasks that require communication in English, while the student's level of English Communication Skills is clearly at a level that will not satisfy the course requirements. - Inform Enrolment Coordinator of your findings and recommendation. The Enrolment Coordinator will advise the student accordingly. <p>b. Proceed enrolment with conditions</p> <ul style="list-style-type: none"> - If assessment outcomes indicate that although the student does not meet the minimum course requirement, the student is at a level where he/she may still be able to complete the course requirement with some additional support and/or reasonable adjustments. - Contact the student and agree on additional support and reasonable adjustment strategies. Please see Additional Support Policy for more details. - If the student agrees with the strategy, recommend proceeding with the enrollment. Otherwise, recommend deferring the enrollment. - Inform Enrolment Coordinator of your findings and recommendation. The Enrolment Coordinator will advise the student accordingly.
3	Trainers / Assessors	<p>Ongoing Students</p> <p>(1) Observe student performance throughout the duration of the course.</p> <p>(2) Where a student is struggling and requires additional support or reasonable adjustment not identified during the pre-enrolment assessments:</p> <ol style="list-style-type: none"> a. document your observations and findings in the student records (Training Plan) b. discuss findings with students and agree on strategy c. adjust the training plan accordingly, where applicable d. provide reasonable adjustment where it applies

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1	Trainer / Assessor	<p>Reasonable adjustment applies if the following criteria are met:</p> <ol style="list-style-type: none"> (1) The student is unable to complete a task required for the course due to LLN difficulty, disability, or any valid medical/health/personal reasons. (2) Reasonable adjustment does not compromise the validity of the assessment. (3) Reasonable adjustment meets Principles of Assessment and Rules of Evidence (4) Reasonable adjustment is agreed upon between the learner and the trainer/assessor.
2	Trainer / Assessor	<ol style="list-style-type: none"> (1) Document reasonable adjustment on the Training Plan. Document: <ol style="list-style-type: none"> a. Reason for adjustment b. Details of adjustment implemented c. Signed agreement between student and assessor (2) Attach to the workbook the completed assessment evidence from the adjusted assessment task (3) Document the assessment feedback and outcome

VERSION CONTROL

Version Control Table					
Date	Summary of Modifications	Modified by	Version	Date of Implementation	Next Review Date
23/03/23	Document creation	360RTO Solutions	v. 1.0	Date	Date

RTO INFORMATION

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