

LEARNER SUPPORT POLICY

Master Builders Association of Victoria

1. Purpose

Master Builders Association of Victoria has developed this policy in accordance with Clauses 1.3, 1.7, 1.8(b) of the Standards for Registered Training Organisations 2015. This policy aims to document the approach Master Builders Association of Victoria (herein after “Master Builders”) will take to ensure that it determines the support needs of each individual learner prior to enrolment and to provide access to that support to individual learner needs throughout their training.

2. Scope

This policy applies to all persons employed by or contracted to Master Builders and students enrolled (and prospective students) and workplace participants at Master Builders.

3. Definitions

Disability in relation to a person, means:

- a. total or partial loss of the person’s bodily or mental functions; or
- b. total or partial loss of a part of the body; or
- c. the presence in the body of organisms causing disease or illness; or
- d. the presence in the body of organisms capable of causing disease or illness; or
- e. the malfunction, malformation or disfigurement of a part of the person’s body; or
- f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g. a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour and includes a disability that:
 - presently exists; or
 - previously existed but no longer exists; or
 - may exist in the future (including because of a genetic predisposition to that disability); or
 - is imputed to a person.

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To avoid doubt, a **disability** that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability. *Source: Disability Discrimination Act 1992*

4. Policy Statement

All Master Builders learners shall be evaluated to establish any learner support requirements. Any learners who indicate a desire for support shall have a Learner Access Plan (LAP) documented to ensure that all equity and access issues have been discussed and negotiated between Master Builders and the learner.

5. Policy Principles

A person with disability or special needs has the right to study at Master Builders in the same way as any other student.

Master Builders is committed to meeting its obligations under the Disability Discrimination Act (DDA) 1992. We are committed to offering people with a disability the same educational opportunities as everyone else.

Master Builders provides assistance and supports all clients to identify and achieve their desired outcomes in accordance with requirements outlined in the Standards for RTOs 2015. To meet these requirements Master Builders will ensure that it conducts a comprehensive Pre-Training Review and Pre-Training Needs Assessment for all learners, prior to enrolment to ensure suitability of individual learner for particular training programs. The Pre-Training Needs Assessment will include a comprehensive Language Literacy and Numeracy Assessment, which will be used to determine any individual support or reasonable adjustment that may be required throughout the duration of the training program. Where the need for additional support is identified, Master Builders will work with individual students to ensure that support which may include the following is provided:

- Language, Literacy and Numeracy (LLN) support;
- Reasonable Adjustment;
- Referral to external specialist organisations and/or agencies or
- Other mechanisms, such as assistance in using technology for online delivery components.

All Master Builders learning support staff who are involved in the pre training process will undergo professional development relating to enrolling learners with disability. Trainers will also undergo professional development covering inclusive training practices and implementing reasonable adjustment.

If the required support involves an external organisation or agency and/or attracts an additional cost, this will be the responsibility of the learner. Master Builders ensures that this is made clear in the pre-enrolment information.

All delivery, assessment and instructions are carried out in English unless otherwise stated.

Master Builders fosters a diverse, flexible and inclusive training environment. We encourage Indigenous Australians, people with disabilities, women and men along with culturally and age diverse applicants to apply.

Master Builders takes into account the Web Content Accessibility Guidelines 2.0 in the development of all online learning material and marketing material.

5.1 Pre-Training review

Master Builders requires all students to complete a Pre-Training Review prior to enrolment, which will be used to determine individual students' suitability to enrol into a training program.

5.2 Pre-Training Needs Assessment (Language, literacy and numeracy)

All learners are also required to complete a Pre-Training Needs Assessment (often referred to as a Language, Literacy and Numeracy (LLN) assessment prior to enrolling into a training program with Master Builders.

The LLN assessment will be used to determine any language, literacy or numeracy support that may be required for each individual student through the training program.

Master Builders may refer students to external organisations and agencies for additional support on a case-by-case basis. All costs relating to additional support will be the responsibility of the learner or by the learner's employer or referring agency.

Where learner support needs are identified as part of the pre training review and/or LLN assessment Master Builders may decide to make "reasonable adjustment" concerning the assessment process for individual learners. This will depend on the level of support required and the outcomes of the pre training review.

5.3 Privacy

Students with disability do not have to disclose their disability unless they want to arrange adjustments, or their disability poses a risk to themselves or others.

All documented support requirements shall be treated confidentially and will comply with privacy regulations as outlined in the Master Builders Privacy Policy and in accordance with the Australian Privacy Principles. Only

Master Builders staff who have been given Authorised Privacy Delegation status shall have access to learners information.

5.4 Learner Access Plan

Where a learner has disclosed disability or learning support is identified as a requirement by the Learning Support Consultant, the student will be assisted to develop and document a Learner Access Plan (LAP). The LAP is used to identify, negotiate and document the type(s) of support required. Where possible, Master Builders will provide the required support or reasonable adjustment. Reasonable adjustments are those that would not cause unjustifiable hardship on the RTO. For example, if the costs of making adjustments to the premises are such that they would cause hardship to Master Builders, it would not be expected to make such adjustments.

A disability or hardship can occur at any stage during a training program. A learner may acquire a disability after the initial pre training evaluation process. A LAP can therefore be requested at any stage of the training program. Learners can contact the Learning Support Consultant on (03) 9411 4555 to discuss any reasonable adjustments where and when required.

Master Builders can provide the below support and reasonable adjustments:

- Mentoring;
- Note taking (at learners' expense);
- Interpreter* for students who are deaf or hard of hearing (at learners' expense);
- Scribe/Reader (at learners' expense);
- Telephone/email learners support;
- Study Skills Program;
- Adjusting font size of learner resources and other written materials where required;
- Ramps to all training rooms and toilet facilities and
- Flexible scheduling of delivery of training and assessments within reason.

* Interpreter and Scribe/Reader engaged will be requested to complete a Master Builders Interpreter Code of Conduct Form and Scribe/Reader Code of Conduct when any interpretation service is offered to students.

5.5 Inherent Requirements

Many Training courses have inherent requirements that must be met by all students in order for them to be deemed competent and these components, if removed, would compromise the learning outcomes. Master Builders will provide all reasonable adjustments to enable a learner to meet the inherent requirements. If a

student, however, cannot meet the inherent requirements even with reasonable adjustment, the learner will not be able to participate or complete the course.

5.6 Reasonable Adjustment to assessment processes

Adjustments to assessment processes can be negotiated with learners who may face difficulty completing their course due to a disability (either permanent or temporary) and where these adjustments will not cause unjustifiable hardship to Master Builders.

These adjustments can also be made for regular learners (without permanent or temporary disability) however only under ***the following circumstances*** and ***to be approved after careful assessment on a case to case basis by the Director, MBTI-***

- In the event where RTO trainer/assessor and/or Learner support recommend that the following reasonable adjustments would assist the learner in achieving competency in the required skills and knowledge.
- Under unfortunate events such as injury or death in the immediate family that initially resulted in affecting learners capability in performing .

Reasonable adjustment does not mean that course standards or outcomes will be changed - learners will still need to show competency in all required skills and knowledge.

Some examples of reasonable adjustment that may be provided include:

- extra time to complete assessments
- extra assessment submission /resubmission opportunity
- modification of an assessment task, e.g. oral rather than written and vice versa
- rescheduling of classes or assessment due dates
- assistance from a support person, e.g. a note taker or scribe
- course material in alternate formats, e.g. electronic.

Learners can inform Master Builders of a disability at any time:

- on the enrolment form
- during the Pre-Training review

- at any stage during the course until completion, by speaking with their trainer or contacting any member of the Training Department on 03 9411 4555.

In all cases, Learning Support staff will discuss and consult with the learner on the nature of the need and any support to be provided.

Procedure

1. Learner informs Master Builders of their disability (either permanent or temporary).
2. The Learning Support team is informed of the learner's disability.
3. The learner may be asked to provide evidence of the need, for example a medical certificate issued by a medical practitioner.
4. The Learning Support team discusses and consults with the learner to determine the type and level of any support or adjustment that Master Builders is able to reasonably provide.
5. The outcome of the discussion with the learner is documented in a Learner Access Plan and any agreed adjustments are implemented.

Refer to **Appendix 1** for the Learner Support Flowchart

6. Person(s) Responsible

The Director – Master Builders Training Institute (MBTI) is responsible for the control and issue of this policy (this may be delegated).

7. Associated Documents

- Pre-application, Application, Selection & Enrolment (PASE) Policy
- Training and Assessment Policy and Procedure
- Training Plan
- Access & Equity Policy
- Learner Access Plan
- Privacy Policy
- Student Handbook
- Code of Practice
- Disability Standards for Education
- Australian Human Rights Commission Guide to disability discrimination
- Trainer Information Sheet
- Pre-Training Review Form

Learner Support Policy

- Pre-Training Needs Assessment Form
- Special Consideration Form (Request for 4th assessment submission/ extra tutorial before 4th submission)

Policy developed by: Director Master Builders Training Institute and Compliance Coordinator

Refer to: Standard 1, 4 & 5, Standards for RTOs 2015

Approved by: Corrie Williams, Director Master Builders Training Institute
Saeed Mirbagher, Executive Director Commercial and Corporate

Policy endorsed by: Rebecca Casson, Chief Executive Officer

Version Control	Date Released	Approved by	Amendment	Next Review Date
V1.0	27 May 2016		New policy created to reflect 2015 Standards for RTO's.	Sept 2016
V1.1	9 Sep 2016	Corrie Williams, Head of Training Viviana Hood, General Manager - Commercial Operations	Formatting adjusted to reflect standard template for policies. Additional information added to include Learner Access Plan. Additional information included to address Privacy Regulations	Sep 2017
V2.0	21 Sep 2016	Corrie Williams, Head of Training Viviana Hood, General Manager - Commercial Operations	Addition of Web Content Accessibility	Sep 2017
V3.0	28 July 2017	Corrie Williams, Head of Training Viviana Hood, General Manager - Commercial Operations	Included Statement on Interpreter Code of Conduct Form	July 2018
V4.0	3 Jan 2018	Corrie Williams, Head of Training Viviana Hood, General Manager - Commercial Operations	New Template with the new logo used	Dec 2018

V5.0	25/7/19	Corrie Williams, Executive Manager – Master Builders Training Institute (MBTI) Viviana Hood, Chief Operating Officer	Managerial titles updated from: Head of Training to Executive Manager – Master Builders Training Institute (MBTI) General Manager - Commercial Operations to Chief Operating Officer	Jun 2020
V5.1	25/02/2020	Corrie Williams, Executive Manager – Master Builders Training Institute (MBTI) Viviana Hood, Chief Operating Officer	Added special consideration form (for 4 th assessment submission) and scribe/reader arrangement under reasonable adjustment section	Dec 2020
V5.2	29 Mar. 2021	Corrie Williams, Director Master Builders Training Institute Saeed Mirbagher, Executive Director Commercial and Corporate	Managerial titles updated	Feb. 2022

Learner Support Policy – Appendix 1

Learner Support Flowchart

