Learner Policy and Procedure

1. Learner responsibilities

All learners undertaking training with Murray House Resource Centre (MHRC) must agree to the following:

- Before attending the course, review information about the course to ensure that it meets your needs. For information about any of our courses, you are invited to:
    - refer to the appropriate course outline and / or accessed on our website www.mhr.org.au
    - speak with a Training Advisor or Trainer: Tel: 9531 2298 Email: rtoadmin@mhr.org.au

- Before attending the course, advise MHRC of anything which may affect your ability to successfully undertake the course. This could include physical limitations, literacy issues, dyslexia, English language difficulties, etc. This will help us to advise you about the suitability of the course and enable us to consult with you about adjustments that could be made to improve your learning experience. Where support is required refer to Learner Support Procedure at the end of this document.

- Provide all details requested in the MHRC enrolment form, including a Unique Student Identifier (USI). *USIs can be obtained from www.usi.gov.au.*

- Attend classes during the advertised hours for the course and participate actively and enthusiastically in all training activities.

- Behave in a courteous and respectful manner towards your trainer and other participants at all times. *In accordance with MHRC Code of Practice those who disrupt the learning of others due to objectionable, anti-social and / or other counter-productive behaviour, will be counselled and, if the behaviour continues, may be asked to leave the course. (See our Code of Practice)*

- Take responsibility for your own learning. This includes:
- Informing your Trainer & Assessor asap if you cannot access course resources or assessments
- Approaching the learning with a positive attitude
- Devoting your full attention to the course
- Reading your training materials, completing the activities and asking questions
- Undertaking additional research if required
- Completing any project work/assignments
- Managing your assessment paperwork and referencing all work
- Monitoring your own progress and discussing any concerns with your facilitator
- Seek support from MHRC and/or your employer, as appropriate.
- Work with your employer to ensure you have suitable opportunities to complete your post-course assessment.
- If you are unable to complete your assessment within the designated timeframe, contact a MHRC Training Advisor to request an extension.
- Retain a copy of all assessments submitted.
- Ensure that all work submitted is your own.

Any concerns regarding your training or assessment should be discussed with your trainer and / or an MHRC Training Advisor.

2. MHRC responsibilities

Murray House Resource Centre will:
- Assist you to determine the most appropriate training program to meet your needs.

- Provide you with clear information about what the training entails.

- Train and assess in accordance with the requirements of the VET Quality Framework.

- Support you to the best of our ability. This may include making adjustments, where possible, to accommodate your needs. *Should our proposed training / assessment approach not meet your needs, please speak with your trainer or a MHRC Training Advisor about what other options may be available.*

- Use trainers and assessors with relevant subject matter expertise and appropriate training and assessment experience.

- Provide high quality training and assessment resources to support your learning.

- Deliver the training and brief you on the assessment requirements for the course.

- Provide you with ongoing support as required, including:
  - Telephone support
  - Student support days held at MHRC Training Centre
  - TEAMS or other media platforms
  - Email support

- Where requested, discuss the requirements of your assessment with an employer representative, to help them better understand workplace support requirements.

- Endeavour to assess your work promptly. *Please note that we generally aim to assess all assignments within 2 weeks of submission, however, timeframes may vary depending on trainer workloads.*

- Provide you with written and / or verbal feedback on your assessments.

- Issue you with a qualification or statement of attainment, as appropriate, for units in which you have been deemed competent.

- Provide you with access to your student records if requested.

- Respect your privacy. We will not forward your personal details to another person or organisation without your permission. However, where your employer is paying your course fees, MHRC may provide information about your training attendance and assessment results to a representative from your organisation (e.g., your supervisor and / or Training Department personnel). For further information, please refer to our Privacy Policy or speak with an MHRC Training Advisor.

- Respond to complaints or appeals promptly and in accordance with our complaints process and appeals policy and process. This can be requested from a MHRC Training Advisor.

- Provide clear information about our fees and charges, and our refund policy. This information can be requested from an MHRC Training Advisor.

- Make all other relevant policies and procedures available by request.

If you have any concerns or enquiries regarding a course, or you wish to obtain additional information, you are welcome to contact us at: MHRC, 14 James Street, Pinjarra 6208. rtoadmin@mhr.org.au

Learner support procedure

Pre Enrolment

- Students identifying Learner Support needs during the enrolment process such as enrolment forms, resume and admissions interview considerations, will be advised by MHRC staff of the support measures available MHRC and through referral to support agencies required. (Please refer to the support agencies list)
- MHRC trainers may request that a student with learner support needs undertake an LLN test (Relevant test from precision Consultancy). Results from the test will be assessed and the course being enrolled in reviewed for appropriateness.
- MHRC management must be advised of all LLN test results that identify significant Learner support needs of enrolling students
- Students identified as having significant learner support needs will be referred to support agencies and may be enrolled at MHRC with a reduced study load.
- MHRC reserves the right to defer an enrolment where the student is not deemed to be capable of undertaking accredited training at the level sought until such times as interventions have been undertaken to support the gaps.

Support strategies on enrolment

- Following enrolment all MHRC training staff will be available by appointment to provide support as identified. This will be in conjunction with the employer and outside agencies. Further costs may be incurred depending on the amount of support required.
- Reasonable adjustments will be undertaken according to individual student's needs.

Pre-Assessment

- All MHRC training staff must review the specific support requirements of all students with learner support needs of students prior to each assessment event.
- Where reasonable adjustment is determined as necessary for a student with learner support needs a learner support report must be provided to the MHRC Training Coordinator detailing the reasonable adjustment being planned prior to the assessment event.
- Reasonable adjustment applied to any assessment must be recorded and maintained on a student's enrolment records

Learner Support Review

MHRC Management will monitor its ongoing Learner Support measures within its continuous improvement systems and within each internal audit conducted. Monitoring will include post course survey of students receiving Learner Support assistance at MHRC.

Please refer to the following list of available support agencies.

NCVER Adult Literacy Resource National Centre for Vocational Education Research Ltd
ncver@ncver.edu.au

Australian Council for Adult Literacy www.acal.edu.au

LLN Awareness & Foundation Skills Implementation videos produced by the Community Services & Health Industry Skills Council

Workplace LLN Materials: A repository of the Industry Skills Councils' literacy and numeracy resources.

Adult Community Education (ACE) - https://ala.asn.au/about-us/community-education-providers/

Adult Reading Writing Hotline - https://www.readingwritinghotline.edu.au/

Adult Migrant Education Program (AMEP) - https://immi.homeaffairs.gov.au/settling-in-australia/amep/about-the-program

Interpreters/translators - https://www.tisnational.gov.au/

ACSF (Australian Core Skills Framework) Performance Variables Grid				
FIVE LEVELS OF PERFORMANCE	**SUPPORT**	**CONTEXT**	**TEXT COMPLEXITY**	**TASK COMPLEXITY**
1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
4	Works independently and initiates and uses	Range of contexts, including some	Complex texts Embedded information	Complex task organisation and analysis involving

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	support from a range of established resources	that are unfamiliar and/or unpredictable Some specialisation in less familiar /known contexts	Includes specialised vocabulary Includes abstraction and symbolism	application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending