

Policy: Learner Support

Policy Reference:

Version: 2

Person Responsible:

1. Policy Statement

GTIs committed to supporting all the learners and identifying learners whose learning achievement could be adversely affected, as well as to enhance their progress and training experience in the light of GTI's Vision and Mission.

GTI support services and partnership with the external consultants is to ensure overall learner well-being through early identification and intervention procedures for learners such as the screening and TNA processes. The purpose of this policy is to outline the support services available and the procedures for dealing with learners who may have a range of difficulties including personal, medical, psychological and financial or a combination which may impact their learning.

2. Definitions

Academically at-risk: Academically at-risk learners may not experience academic success and may potentially drop out of the training, be excluded, or fail to progress. Issues may include challenges in their area of training, Specific Learning Disabilities (SLDs), use of second language, poor attendance, interrupt of work, lack of motivation, or poor or inadequate course/programme choices, gifted or mature learners etc.

Assessment Accommodations: These are tools and procedures that allow equal access to assessment for learners with identified learning difficulties/disabilities. Examples of accommodations include extra time for tests or exams, a scribe/writer, or modifications to a test paper (e.g. large print). Eligibility for the provision of assessment accommodations is determined on a case by case basis by Learning Support Services.

At Risk Financial: These issues stem from family difficulties in meeting training and life expenses that cause stress and may have an impact on their learning and progress. Learners who continue to miss class because of work commitments are also included.

At-risk: Learners of concern or "at-risk" are those identified as experiencing difficulties and requiring support during the course of their training which may include but is not limited to:

academic, personal, psychological, health/ safety-related, financial, social/ behavioural, Specific Learning Disabilities (SLD), Attention-Deficit/Hyperactivity Disorder (AD/HD) and others

Health and/or safety-related: These difficulties include the need for short-term support, such as for those with broken limbs or post-surgical needs; or long-term care, such as learners with sickle-cell anaemia or diabetes. Other health-related issues include brain injury, occupational overuse syndrome (OOS), hearing impairment, or visual impairment (short-term/long-term). Health and/or safety related issues may have an impact on trainee learning.

Interpreter: An interpreter is an accommodation provided for learners with a hearing impairment. An interpreter is a trained professional who translates between the spoken word and a signed language.

Learning Support Services: offers one-to-one sessions tailored to learners individual learning needs whether their goals are to improve their grammar and writing skills, math skills, reading, listening, speaking, spelling, APA referencing, training skills, or time management. Learning Support Services also offer a range of workshops that are delivered in the classroom as per trainer request.

Permanent: Disabling conditions that are a result of injuries, surgery or long-term medical conditions which impair the physical and/or mental ability of a person to perform his/her normal work or non-occupational activities supposedly for the remainder of his/her life.

Personal: These difficulties may arise when learners experience personal issues which may have an impact on their ability to training and progress. Issues may include financial difficulties, inadequate or over-crowded housing, domestic violence, health and/or safety issues, work/family commitments, or lack of family or spousal support.

Psychological: Psychological difficulties occur when learners experience mental or emotional traumas which may have an impact on their learning and progress. Issues include mental health issues (i.e. depression or anxiety), domestic violence, low self-esteem, victims of harassment (religious/racial), risk of suicide, victims of physical or sexual abuse, or long-term illness.

Reader: A reader is an accommodation provided by a trained professional for learners in need of assistance with reading due to a specific learning disability (SLD) and/or a short-term or long-term visual impairment that affects their ability to read.

Scribe and reader: A scribe and reader is an accommodation provided for learners in need of assistance with both reading and writing due to a SLD and/or health-related issue that affects the

learner's ability to write and read. The scribe and reader service is provided by a trained professional.

Scribe/Writer: A scribe is an accommodation provided by a trained professional for learners in need of assistance with writing due to a short-term or long-term disability, such as a broken limb or visual impairment that affects their ability to write.

Social/behavioural: These issues include learners with a developmental social level different to peers (i.e. a learner with Autism Spectrum Disorder ASD or AD/HD (Attention-Deficit/Hyperactivity Disorder), social isolations tendencies, non-participation in class, lack of effective relationships with peers/friends, classroom inattentiveness, or disruptive behaviour. These challenges may impact on learner learning.

Specific Learning Disability (SLD): A Specific Learning Disability is a processing difficulty that affects one's ability to acquire or understand oral language, reading, written language, or mathematics. Specific types of learning disabilities include dyslexia, dysgraphia, dyscalculia, and dyspraxia. Learners with SLD have average to above average IQ.

Standardized Assessment Tools : internationally recognized assessments used by authorized personnel to identify a learner's learning strengths and areas for improvement. The results of the assessments are used to determine eligibility for course assessment accommodations, such as extra time or an alternative testing location.

Learner at-risk register: A course-based record of learners referred (by trainer or the TNA) for Learning Support Services. Information about the area(s) of support learners require is also included in the record.

Temporary: Disabling conditions that are a result of injuries, surgery or short-term medical conditions that may need access to services and resources similar to individuals with permanent disabilities. Examples of temporary disabilities may include, but are not limited to: broken limbs, hand injuries, or short term impairments following surgery or medical treatments.

3. Application

People:

- All GTI staff and learners

Processes:

- Identification and support for learners with medical conditions
- Identification and learning support for academically at-risk learners

- Support, mentoring and Advising
- Referral of learners at-risk
- Financial support for learners in need
- Physical disability support
- Assessment Accommodation
- Alternative training arrangement

4. External Requirements

This policy helps GTI meet the following external requirements:

- BQA
- Accreditation Bodies

5. What is Expected:

- Learners are advised of the range of support services available through the induction, letters, posters, website, etc...
- Staff are regularly informed of the range of support services available for learners through a range of communication methods (staff orientation, trainers guide, emails, etc...).
- Support services are available to all current learners
- Learners with specific support needs are identified and supported as early as possible.

6. Key Dates

First Approved:

This Version Approved:

Next Review Date:

7. Links and Related Documents

- Assessment and Moderation Policy
- Learner Attendance Policy and procedures
- Learning Support Services

Procedure: Learning Support Services

Procedure Reference:

Version:

Person Responsible:

1. Purpose

The purpose of Learning Support Services is to identify and support learners in their learning, especially at-risk learners.

2. Related Policy

- Learner Support

3. Related Documents (Rules, Guidelines, Flowcharts, Forms)

- Support Form
- Learner At-Risk Register
- Assessment and Moderation Policy
- Assessment Accommodation

4. Procedures

Step	Responsible	Outcome	Location (Optional)
Managing At-Risk Learner Support			
1. Identify learners who need learning support services as early as possible.	Trainers, Quality Specialist	Learners identified	
2. Assign learner to the Quality Specialist list	Quality Specialist	Case load allocation	Course File
3. Contact learners on list (phone and/or email).	Quality Specialist	Communication Communicated with learner	Outlook
4. Complete support form and create appointment schedule.	Quality Specialist/ Trainers	Support Forms and appointment schedule created	Course Files and Outlook Calendar
5. Acquire samples of learner work from learner.	Trainers	Identification of learner's written strengths and areas for improvement	Course Files & GDrive
6. Facilitate learning sessions with learner and update details on course files	Quality Specialist/ Trainers	Provision of learner support and appointment documentation	Course Files & GDrive
7. Administer standardized assessment tools to identify learner's learning strengths and areas for improvement if the learner is suspected to have a Specific Learning Disability (SLD).	Trainer or staff who is authorized to administer standardized assessment tools to identify learning difficulties/disabilities	Standardized assessment report with recommendations	Course file
Learner Support Service Evaluation			

Step	Responsible	Outcome	Location (Optional)
1. Send survey to supported learners to complete before the beginning of the course	Quality Specialist	Learning Support survey completed	Survey System
2. Identify improvement of services with Trainers	Quality Specialist	Learning Support Survey Results Report and improvement plan.	Course File

5. Application

People:

- All GTI learners and staff

Processes:

- Referral system for the identification and support at-risk learners
- Measurement and report of Learning Support Services statistics

6. Key Dates

Version 1 Approved:

This Version Approved:

Next Review Date:

7. Application

People:

- GTI learner and Staff involved

Processes:

- Learner at risk

8. Key Dates

First Approved:

This Version Approved:

Next Review Date:

Procedure: Managing Physical Disability Support

Procedure Reference:

Version:

Person Responsible:

1. Purpose

This procedure aims to manage special support services requested by learners with permanent or temporary physical disabilities. Duration of support provision is determined by the type and severity of the physical disability.

Types of Physical Disabilities covered by this procedure are:

Permanent:

Disabling conditions that are a result of injuries, surgery or long-term medical conditions which impair the physical and/or mental ability of a person to perform his/her normal work or non-occupational activities supposedly for the remainder of his/her life.

Temporary:

Disabling conditions that are a result of injuries, surgery or short-term medical conditions that may need access to services and resources similar to individuals with permanent disabilities. Examples of temporary disabilities may include, but are not limited to: broken limbs, hand injuries, or short term impairments following surgery or medical treatments.

The purpose of this procedure is to outline the actions to request physical disability support in an effective and efficient manner.

Learners with special needs are supported by appropriate training and learning methods and practice in delivery and assessment (see also Learning Support Procedure). Learner may direct their request in writing to the Quality Specialist who can in collaboration with other GTI members offer reasonable adjustment to be made where possible (including and not limited to any physical barrier).

2. Related Policy

Learner Support

3. Related Documents (Rules, Guidelines, Flowcharts, Forms)

- Support Form
- Support Request