

During the enrolment process ICQA personnel will engage with a prospective learner in a number of ways in order to understand their individual needs and how we can best provide services to each learner in order to maximise their chances of successfully completing the selected training program.

Prospective students represent a diverse group of healthcare professionals with specific qualifications and experience profiles.

These individuals are typically aged between 19 and 40 and come from various international healthcare backgrounds, having accumulated a minimum of three years of healthcare experience in their home countries or holding existing overseas qualifications in healthcare-related fields.

ICQA's target audience is comprised of driven, career-oriented healthcare workers who aspire to establish themselves in the Australian healthcare and community services sector. These individuals recognise the value of obtaining an Australian qualification to enhance their career prospects in the country.

All of these students have successfully completed the International English Language Testing System (IELTS) to a minimum level of 5.5 through ICQA, demonstrating their proficiency in English communication, which is crucial for their integration into the Australian healthcare workforce.

The IELTS program is a 16-week program where students will have attended classroom at our ICQA location/s.

We engage with learners in the following ways:

- **First Point of Contact for enrolment.** During the first point of contact, the learner will be engaged either in person to determine their training requirements and their vocational goal. This information will be used to align the learner with a particular program that we offer or to refer the learner to a different training organisation. Following the first point of contact, the learner is provided an enrolment package which includes the enrolment form to gather personal information about the learner.
- **Enrolment form.** Enrolment form includes specific questions for the learner in regard to their cultural and educational background. Enrolment form also includes questions relating to their spoken English ability and their skill in literacy and numeracy. There is also a specific question which asks the learner if they have any individual needs that may prevent their full participation in the training program. This information is gathered and considered during the enrolment interview.
- **Enrolment interview.** Once the enrolment form is received, ICQA personnel will review the information and arrange to engage with the learner to undertake the enrolment interview. This interview may be undertaken face to face and is supported by an enrolment interview form, which provides specific points for discussion during the interview relating to individual needs, LLN, rights and obligations, recognition opportunity, et cetera.



This multipoint approach ensures that learners entering a training program with ICQA will have their individual needs identified which enables the allocation and arrangement for the applicable support services which may be supplied internally or by an external provider.

If support services are identified, the following is a guide to support that can and should be provided:

Individual need	Support Service
Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided	Learners requiring additional support to understand the pre-enrolment information requirements are to be engaged on additional one-on-one sessions to talk the learner through the information contained within the learner handbook, the applicable course brochure and the schedule of fees and charges. It is preferable if these sessions are conducted face-to-face.
Minor LLN need that would inhibit the participation	Scheduled training during a weekday only. Allocate an additional trainer to provide individual support during learning activities and reasonable adjustment during assessment activities. This support must be coordinated through the Training Manager to ensure suitable allocation of trainers is available. A verbal course can be offered, and course structured altered to accommodate the learner.
Significant LLN need that would prevent participation and completion of the course	Discuss the options with the students to hold the enrolment until such time as the most appropriate support is provided and plan implemented. <b>Option 1</b> Refer the learner to TAFE to complete Course in Language, Literacy and Numeracy <ul style="list-style-type: none"> <li>● Nil Cost</li> <li>● Part Time Day: 10 hours per week x 18 Weeks</li> <li>● This course is delivered part-time 2 days a week 9.00am - 1.00pm</li> </ul> <b>Option 2</b> Secure the services of an LLN specialist to work with the student to develop a plan to either improve their LLN capacity before enrolling or to proceed with the enrolment with the LLN support.
Recognised difficulties in studying and learning	Where appropriate to the program learners identified with recognise difficulties in studying and learning are to be scheduled with additional one-on-one support sessions at regular intervals throughout the course program. These support sessions are to be used to review the learning content with the learner and to engage the learner in discussion about the subject matter. These sessions should



Individual need	Support Service
	<p>be structured in accordance with the planned learning applicable to the course program. The study sessions should direct learner back to the course reference material in order to encourage their individual self-paced effort.</p> <p>The following online resources are also useful for providing learner support to study:</p> <p><a href="#">Effective Study skills</a> A useful quick overview of study skills <a href="http://www.adprima.com/studyout.htm">www.adprima.com/studyout.htm</a></p> <p><a href="#">How to Study</a> A large directory to study skills websites, including how to study specific subject areas. <a href="http://www.howtostudy.org">www.howtostudy.org</a></p> <p><a href="#">Study Guides and Strategies</a> A wide ranging overview of the skills needed at all stages of learning <a href="https://www.educationcorner.com/study-skills.html">https://www.educationcorner.com/study-skills.html</a></p> <p><a href="#">Study Skills Self-Help</a> Covers important skills such as time management, note taking and exam preparation. <a href="https://www.ucc.vt.edu/academic_support/study_skills_information/">https://www.ucc.vt.edu/academic_support/study_skills_information/</a></p>
<p>Work hours are restrictive which would prevent the learner attending training during Monday to Friday.</p>	<p>Course can be offered as a weekend course to accommodate the availability of the learner. The learner can also attend split sessions to allow for half day participation. Where required, learners can also be supported to adopt a self-paced study method we scheduled support sessions to assist the learner to progress in the course program whilst taking into account their restricted availability.</p>
<p>English as second language</p>	<p>A verbal course can be offered and course structured altered to accommodate (split days so not consecutive, more time to study and more individual attention from our trainers).</p>
<p>Financial difficulties that prevent the full payment of fees in advance.</p>	<p>Offer fees on payment plan with a small initial payment to be made in advance then small fortnightly payments as a direct debit.</p>
<p>Learner suffers from a nervous/anxiety disorder.</p>	<p>We can accommodate by giving individual attention away from others involved in the training program. Training and assessment deliberately offered in a relaxed mode without time pressures.</p>
<p>Inadequate clothing to participate in training</p>	<p>Learner may be able to access suitable clothing and footwear at low cost via: St Vincent de Paul Society. Nearest locations: <b>Brisbane:</b> Vinnies Capalaba - 4/18-20 Moreton Bay Rd, Capalaba QLD 4157</p>



Individual need	Support Service
	<b>Slacks Creek</b> <a href="https://www.slacks.creek.qld.gov.au/">1/3375 Pacific Highway, Springwood, Slacks Creek QLD 4127</a>
Learner required counselling support and advice about their personal situation	Learner may be referred to appropriate resources and organisations. For example: Lifeline 13 11 14 Beyond Blue 1300 22 4636 Salvation Army Family Welfare Centres
Learners with a disability or medical condition	All possible allowances may be provided to persons with disabilities. Assessors are to use their judgement in assessing the learner's ability to perform tasks in a safe manner.
Learners with visual impairment	Learners with visual impairment can be supported by supplying internal learning resources with a larger printed font. Learners can also be supplied with audio recordings of learning sessions where appropriate.
Learners who are Aboriginal and Torres Strait Islander	Refer to ATSI Cultural Awareness Policy

Other individual needs can be considered on a case-by-case basis in consultation with the Chief Executive Officer.

### Core skills support

Core skills are critical to almost all areas of work. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as comprehending written work instructions and producing written documents. The Australian Core Skills Framework (ACSF) describes each of the five core skills of learning, reading, writing, oral communication and numeracy.

Staff not familiar with the ACSF are recommended to study the information available at the following two sites:

<https://www.education.gov.au/australian-core-skills-framework>  
[www.precisionconsultancy.com.au/acs\\_framework](http://www.precisionconsultancy.com.au/acs_framework)

Research has indicated that many adult learners do not have the language, literacy and numeracy skills they need to effectively participate in vocational education and training. The increasing importance of core skills such as communication in the workplace highlights the need for underpinning language, literacy and numeracy skills.

To support this approach ICQA will:

- Assess a learner's core skills during their enrolment on an as needed basis to ensure they have adequate skills to complete the training;
- Support learners during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered;

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- Provide clear information to learners about the detail of the core skills assistance available;
- Refer learners to external language, literacy and numeracy support services that are beyond the support available within ICQA and where this level of support is assessed as necessary; and
- Negotiate an extension of time and other support arrangements to assist learners to complete training programs if necessary.

### Core skills assessment

The following procedure is to be followed in order to assess a learner's core skills:

- **Initial assessment.** When completing the enrolment form, the prospective learners is asked: Do you consider that you have the literacy and numeracy skills to undertake the course? The learner is then required to complete an initial core skills assessment. This information is reviewed to determine if there are any indicators for required support. If support is required, this will be recorded in the enrolment form and the support request will be forwarded to the RTO manager to arrange for an interview to further determine support requirements.
- **Interview.** Responding to the identified need for support resulting from the enrolment process, the learner should be contacted, and arrangements made for an interview to further assess their language, literacy and numeracy skills. The interview will be by phone. The purpose of the interview is to establish the background, motivation and general abilities of the learner to determine what support ICQA may provide. The Language, Literacy and Numeracy Interview Guide is available in the forms folder.
- **Core skills Indicator Assessment.** Depending on the information gained from the interview, it may be necessary to invite the learner to undertake a Core Skill Assessment. The assessment is not intended to cause anxiety but to determine where the learner has specific language and literacy deficits and to determine what support is required to undertake ICQA training. The Language, Literacy and Numeracy Indicator Assessment is available in the forms folder.

### Supporting learners with language, literacy and numeracy deficits

Where it is determined that a learner does have deficiencies with their core skills, ICQA is to adopt strategies which enable the learner to progress in their desired training program.

The following strategies are to be considered and will be informed by the level of language, literacy or numeracy deficit determined during the assessment:

- Negotiate a training program with the learner that recognises that additional time will be required to appropriately support the learner to complete the training.
- Obtain a strong commitment from the learner that they will provide personal effort that is in addition to that normally required to undertake the training program.
- If agreed to by the learner, engage with the learner's employer to negotiate the additional time and effort required to appropriately support the learner during the training program.
- Provide the learner with a list of the words and terms which are highly relevant to the workplace skills and knowledge being delivered within the training program. This list should be practised with the learner to get them comfortable with identifying the words and their



- meaning. This list should be expanded over time and acts as a “vocational vocabulary” and will focus the learner on small steps of achievement.
- Program sessions where learning information that would usually be delivered to the learner via their own reading is presented to the learner verbally and is supported by questions and answers.
  - Make arrangements to regularly engage via teleconference with the learner to monitor their progress and adjust the support strategies.

### Referring the learner for language, literacy and numeracy assistance

Where it is determined that a learner has core skills which are beyond the support available within ICQA, the learner should be referred for dedicated language, literacy and numeracy training. This training is available through most public training providers. These courses have been designed to provide learners with the opportunity to gain specific language, literacy and numeracy skills required in a vocational or work environment, which meet the requirements to gain entry into a range of vocational qualifications and gain language, literacy and numeracy related employability skills.

### Deciding to refer the learner

The decision to refer a learner to another training provider for language, literacy and numeracy training will be based on the level of assessed core skills deficit and the learner’s motivation to improve their abilities.

As a general guide:

- If the learner does not currently possess the basic skills to perform training and development tasks in the workplace, they **should** be referred for assistance which should occur prior to enrolment with ICQA.
- If the learner’s skills are adequate for the workplace but will hinder their participation in training, they **should not** be referred. Instead, ICQA is to design and implement suitable support services to enable their training and assessment.

*Related Documents: PP0043 Language, Literacy and Numeracy Process v1*