

Learner Support Policy

Purpose

The purpose of this policy is to ensure that all students at the Imperial Institute of Sydney (IIS) have equitable access to the support services they need to successfully participate in and complete their studies. This policy outlines how IIS identifies and supports learners with diverse needs, including those who may require academic, language, personal, or welfare assistance.

Imperial Institute of Sydney management and staff are committed to providing our enrolling and enrolled students with Language, Literacy and Numeracy (LL&N) Needs and/or learning differences, with advice and support intervention options to assist with a student's ongoing learning and progress through courseware.

Scope

This policy applies to all students enrolled in courses at the Imperial Institute of Sydney.

Policy Statement

IIS is committed to fostering an inclusive and supportive learning environment that enables every student to reach their full potential. We recognise that students may face various challenges during their learning journey and commit to offering timely, appropriate, and accessible support services.

Learner support is a shared responsibility between the Institute, its staff, and the students. We aim to provide proactive, confidential, and culturally sensitive services that promote student success and wellbeing.

Learner Support Procedures

At enrolment, IIS enrolment staff may students to complete a Language, Literacy, and Numeracy (LLN) test to identify learner support needs. The results of this test will be used to determine the appropriate level of support required to help the student succeed in their course.

Following enrolment, all training staff will be available by appointment to provide learner support to enrolled students. Learner support may include targeted interventions designed to address specific needs identified through the Australian Core Skills Framework (ACSF). These interventions aim to assist students performing at varying skill levels to meet course requirements and improve their learning outcomes.

All training staff are required to review the specific support needs of students requiring learner support prior to each assessment event. If reasonable adjustment is identified as necessary for a student, the trainer must submit details of the proposed adjustment to the Training Coordinator via email before the assessment takes place.

The Training Coordinator and or the Academic Manager will be responsible for reviewing and approving any assessment that includes a planned reasonable adjustment. All reasonable adjustments made to assessments must be formally documented and recorded in the student's enrolment records to ensure transparency and compliance.

Learner Support Available

1. Academic Support

- Study skills development
- Assignment and report writing assistance
- Time management and exam preparation workshops
- Learning resources and library access
- One-on-one academic consultations with trainers or support staff

2. Language, Literacy, and Numeracy (LLN) Support

- Initial LLN assessments at enrolment (where applicable)
- Tailored LLN assistance and referrals
- English language support for international students

3. Technology Support

- Assistance accessing and using the Learning Management System (LMS)
- Support with email, virtual classrooms, and online submissions

4. Personal and Welfare Support

- Support with accommodation, transport, and adjusting to life in Australia
- Referrals to external professional counselling and mental health services
- Cultural transition support for international students
- Learning Difficulties Australia www.lidaustralia.org
- Australian Council for Adult Literacy www.acal.edu.au

5. Reasonable adjustments for students with a disability or medical condition

- Access to adaptive technologies or alternate learning materials

- Confidential consultation with student support staff

Inclusive learning is grounded in the principle that everyone has the right to access quality education. It recognises that all individuals are capable of learning, but not everyone has equal opportunities to do so. Inclusive learning ensures that teaching practices, learning environments, and resources are designed to support the diverse needs, abilities, and backgrounds of all students—giving everyone a fair go in their educational journey.

Key Inclusive Learning Actions

Understanding Student Diversity

Imperial Institute of Sydney (IIS) is committed to recognising and responding to the diverse backgrounds, needs, and aspirations of its student cohort. Prior to enrolment, IIS undertakes a comprehensive review of each student's vocational goals and support requirements to ensure they are placed in a course appropriate to their skill level and learning needs.

This process includes pre-enrolment interviews, LLN assessments, and tailored student guidance, helping to identify any necessary support early on. All IIS trainers have access to relevant information about student diversity to enable inclusive, informed, and responsive teaching practices.

Inclusive Teaching Practices

Trainers adopt a range of strategies to support inclusive learning, including:

- Using plain English and culturally appropriate examples
- Offering multiple means of engagement (visual, audio, interactive activities)
- Creating flexible pathways through units or content
- Encouraging peer collaboration and respectful discussion

Reasonable Adjustment and Flexibility

IIS provides reasonable adjustments to learning and assessment to support learners with disabilities or other needs, without compromising the integrity of the qualification. These may include:

- Extended time on assessments
- Use of assistive technologies
- Modified learning resources
- One-on-one learning support

Monitoring and Continuous Improvement

Student feedback, progress, and completion data are used to evaluate the effectiveness of inclusive learning practices. This includes:

- Regular review of assessment outcomes
- Learner satisfaction surveys
- Support service usage reports
- Trainer feedback on learner needs
- Improvements are incorporated into staff training, resource development, and course planning.

Roles and Responsibilities

Roles	Responsibilities
Trainers	Deliver inclusive and flexible learning, identify and refer students for additional support
Training Coordinator	Approve reasonable adjustments, ensure learning plans are in place
Student Support Officer	Provide access to services, track student support needs, maintain confidentiality
Academic Manager /CEO	Oversee implementation of inclusive strategies and staff capability development