

**LEARNER SUPPORT SERVICES**

**OPERATIONAL QUICK GUIDE FOR  
PRIVATE PROVIDERS**

**2019-2020**



**Government  
of South Australia**

Department for  
Innovation and Skills

## Table of Contents

Introduction .....	4
Equity Demographics .....	4
Learner Support Services Case Management.....	4
Case Management in the VET context.....	6
LSS funded provisions .....	7
Student Eligibility .....	8
Complexity Overview .....	8
LSS Referral Process Overview.....	9
Case Manager Employment.....	10
Learner Case Management Funding Model .....	11
Allocation of LSS hours.....	11
Guidelines for Ad Hoc Services.....	11
LSS Provider Regulatory and Legal Obligations .....	12
RTO responsibilities to Case Managers. ....	14
Data Collection and Reporting Requirements .....	14
Privacy and Consent.....	15
LSS Operational Guidelines References.....	17
Annexure A: .....	20
Acronyms used throughout these guides .....	21

## **Executive Summary**

Learner Support Services (LSS) is an equity, participation and retention initiative funded by the Department of Innovation and Skills (DIS) with the aim of improving the outcomes of accredited vocational education and training for students with complex needs. LSS supports the broader Government agenda of ensuring that people are in the best position to successfully complete their training and move into higher qualifications and/or a job and is distinguished by its model of support which provides a 'wrap-around-service' for participants.

The purpose of LSS is to support students who have barriers to learning, support retention in training and assist students with complex support needs to complete their qualifications and transition successfully to employment or further study through the provision of learner case management.

Learner case management in the South Australian Vocational Education and Training (VET) context is defined as: individualised support and referral, provided in a whole of life context, to address barriers faced by students in relation to all their engagements with VET. This wrap-around service is delivered by a primary Case Manager who facilitates a seamless approach to supporting students entering VET, sustaining their studies, successfully completing and successfully moving onto further study or employment.

Along with provision of a consistent support person who provides and/or coordinates the supports a student needs within the RTO they are studying with, a key feature of LSS is that Case Managers liaise, advocate and build collaborative partnerships with external agencies with the aim of ensuring students access the supports available in the community.

LSS provided during training enables Registered Training Organisations (RTOs) to give students access to supports over and above the provisions expected by both ASQA and DIS. LSS is not intended to replace the student support provision by RTOs expected by ASQA and DIS but to enhance it.

LSS Post Course Transition Support is an extension of LSS, provided during the period of transition onto further training or employment after a course is completed, for up to 12 weeks.

### **LSS Supports**

Support needs that students may present with under LSS are categorised into the domains of "Living, Learning and Transitions". Supports provided can address one or more needs across any or all three domains. The focus of all support provided is to enable the student to continue with and complete their study and to move successfully onto either further training or employment.

LSS addresses complex issues that may impact on living, learning and transition and provides:

- In-class and study skills support
- Vocational placement and employment transition support
- Personal support
- Course and career counselling
- External referral and liaison (with government and non-government service agencies)
- Internal liaison and advocacy (with trainers and other RTO staff)

### **LSS Target Students**

LSS is aimed at students with complex support needs. Eligibility is limited to students enrolled in qualifications listed on the Subsidised Training List (STL).

In addition, LSS Post Course Transition Support is available to all participants in Qualification Projects.

Registered Training Organisations who are delivering training for courses on the STL can access LSS for their students through entering into a service agreement with an LSS provider and then referring their students to LSS providers for assessment for support.

As part of the development of a service agreement, RTOs are required to demonstrate that they are providing a reasonable level of RTO support to students referred to LSS through completion and submission to DIS of an Organisational Self-Assessment.

As well as determining the eligibility of the student by course type, LSS Case Managers will assess the level of complexity of each student's support needs and the likelihood of the student requiring support to remain in training and complete their course.

These Operational Guidelines are a support tool for RTOs and their LSS Case Managers who have been contracted to provide LSS.

## **Introduction**

This section of the Operational Guidelines provides essential information for RTOs and LSS Case Managers in the operation of Learner Support Services. This is **Section One** of the LSS Operational Guidelines and it is intended that RTO Managers and their LSS Case Managers become familiar with the content as it provides critical information about **selection, referral and funding for LSS**.

Section One also covers the meaning of LSS; provisions; student eligibility; an overview of allocating hours and determining complexity of issues presented; the LSS referral process; and the LSS funding model. Finally, this section also provides an overview of the RTO legislative and administrative obligations that intersect with LSS.

The content is intended to promote overall understanding of LSS for the RTO. For LSS Case Managers, this section should be read in addition to the following sections:

### **Section 2 – LSS Case Management Guidelines**

### **Section 3 – Additional Resources**

## **Equity Demographics**

DIS has identified the following groups as disadvantaged:




- Aboriginal and Torres Strait Islander people
- People with a disability
- People from low socio economic status (SES) areas
- People with low prior educational attainment
- People from culturally and linguistically diverse (CALD) backgrounds
- People who are or were under the Guardianship of the Minister.

People who have one or more of these characteristics are tracked by DIS against the information collected on students supported in the LSS data collection to monitor their participation in LSS and outcomes from the support.

## **Learner Support Services Case Management**

Within the LSS context, support needs that students may present with are categorised into the domains of living, learning and transitions. Supports provided can address one or more of these needs across any or all three domains.

The broad range of support needs that students may present with have been broken down into more nuanced categories under the three broad headings for the purposes of tracking information on the more commonly presented issues:

 <h3>Living</h3> <p>These include difficulties or challenges that the student may have as a result of a disability or medical/health condition that is impacting on ability to learn.</p> <p>It may also include personal, social, emotional, cultural and family factors that influence the students' ability to meet the academic requirements of the program.</p> <p>These could also include a wide ranging set of factors such as accommodation (e.g. homelessness), income (e.g. difficulty paying for fees), legal (e.g. court matters) and transport (e.g. access to transport for work placements).</p>	 <h3>Learning</h3> <p>These include factors such as class attendance (possibly as result of personal crisis/family matters) and classroom or campus conditions (e.g. bullying) affecting learning.</p> <p>In addition, students may struggle with study skills and with meeting the expectations of the course.</p> <p>Lecturer/student relationships may not be conducive to the student performance in the program.</p> <p>Literacy, numeracy and language gaps between the course requirements and the students capabilities may also present challenges in the training program.</p>	 <h3>Transitions</h3> <p>Struggles with transitioning from school to VET programs may present a real challenge for students undertaking these studies.</p> <p>Once students are near completion, they may also have difficulties identifying next steps in terms of further training or employment, and once they have entered employment.</p> <p>Students may also experience difficulties in working with the ESPs or Centrelink when moving out of the training program.</p>
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The list of support needs or issues can be found in Section 2 of these guidelines along with a description of inclusions for the purposes of LSS, and guidance on how to determine the complexity of the issues presented.

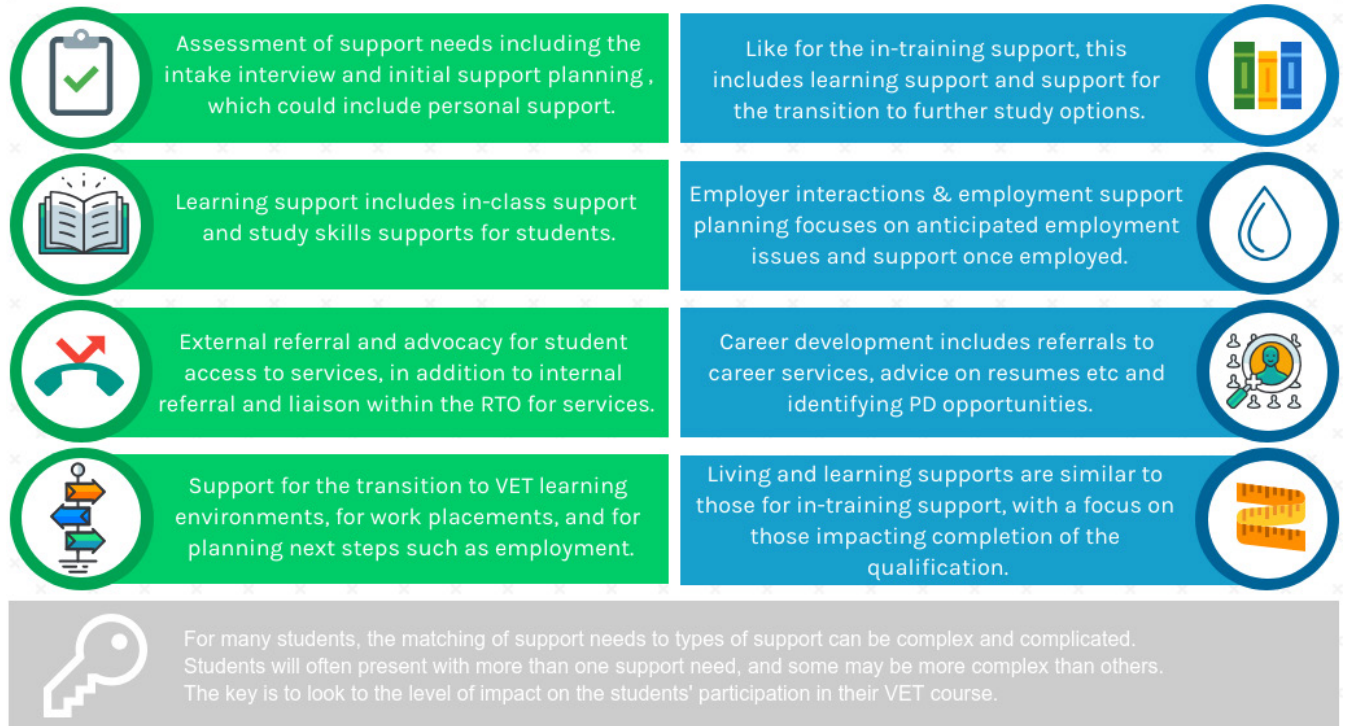
A suite of service types has also been defined under LSS, to ensure all providers are clear about the types of services expected to be provided under LSS and for the purposes of tracking the most commonly provided service types and to assure consistency of understanding about the types of services being funded.

The focus of all support provided is to enable the student to continue with and successfully complete their study and to successfully transition to further study or employment.



# What is the Suite of LSS Services offered?

## In-Training Support - & - Post-course Transition Support



Tracking the common issues and common service responses contributes valuable information to DIS for the purposes of continuous monitoring and development of Learner Support Services, ensuring it remains relevant to student needs.

### Case Management in the VET context

Learner case management in the South Australian VET context is defined as:

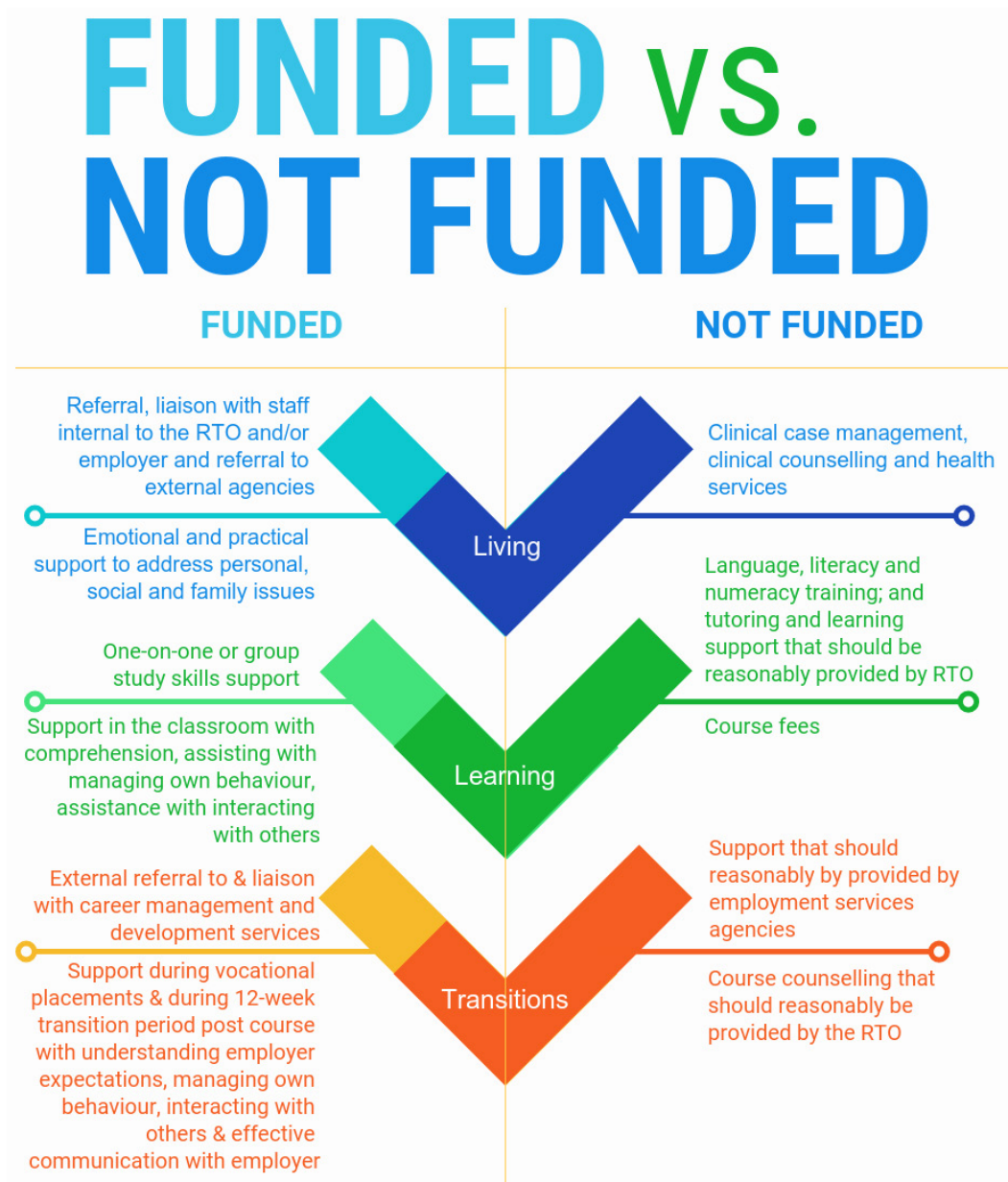
***Individualised support and referral, provided in a whole of life context, to address barriers faced by students in relation to all their engagements with VET. The wrap-around service is delivered by a primary Learner Case Manager who facilitates a seamless approach to supporting students entering VET, sustaining their studies, completing their course and successfully moving onto further study or employment.***

There are four key elements within this definition:

- Element 1 - the individualised nature of the support provided meets the specific needs of each student.
- Element 2 - the continuity of the support relationship between the LSS Case Manager and each student being supported assists the development of a trust relationship.
- Element 3 - the support person has a key role in assisting the student to navigate systems, both within the RTO and across other areas of life that may be impacting on their learning.
- Element 4 - the focus of the support is on enabling retention in study, completion of course and successful transition to further study or employment.

## LSS funded provisions

LSS funds individualised support by a single Case Manager across the three domains of **Living**, **Learning** and **Transitions**:





# Who is eligible for LSS?

Students who are facing significant barriers to completing their training, who are falling behind or at risk for withdrawing from training are the main focus of LSS services.... which aims to better support these students .....



**Students must be enrolled in a qualification listed on the STL at any AQF level (including apprentices and trainees)**



**Have complex support needs that require case management beyond the normal supports an RTO is expected to provide**



**Their support needs are impacting on their ability to sustain their participation or complete their qualification**

## Student Eligibility

Participants may be enrolled as government subsidised students or as Fee-For-Service students. School enrolled students are **not eligible** for LSS (ie TGSS, ICAN, School Based Apprentices).

For Post Course Transition Support, students participating in Qualification Projects do not have to meet eligibility condition 2 or 3. This extension of LSS is provided to participants of Qualification Projects to support the identified and planned transitions attached to those projects and is available regardless of any complex life issues.

## Complexity Overview

To determine whether LSS is required during training, in addition to the eligibility of the course they are studying, students should be assessed based on the overall complexity of the issues they present with.

Students who present with an issue that can be resolved with a single or short-term response and who are otherwise on track with their studies are not considered to have the complexity required to warrant LSS. These students should be managed through normal RTO general student support strategies and should be referred to the relevant RTO for support.

Students who present with single or multiple issues that are impacting on the student's likelihood of completing their qualification and require a co-ordinated response over the medium or long term to resolve the issue or issues are considered sufficiently complex to warrant LSS. These students should have their support needs assessed by an LSS Case Manager.

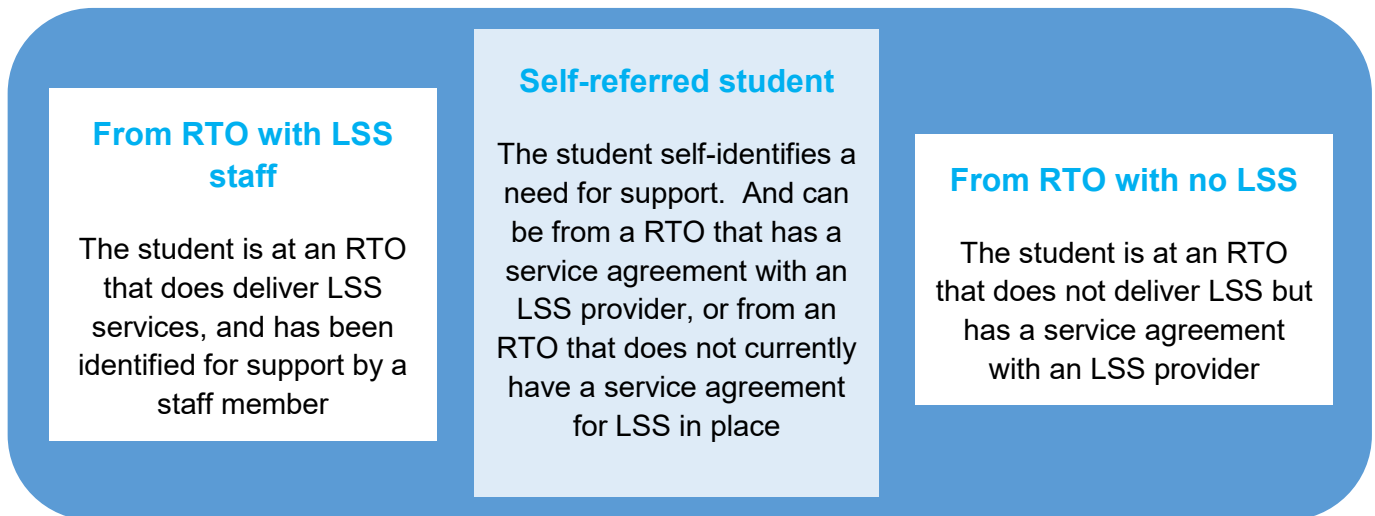
More detailed guidance on determining the complexity of the issues students present with and the likely hours of support required to assist them is provided in Section 2 of the LSS Operational Guidelines.



Determination of complexity is not required for LSS Post Course Transition Support.

### **LSS Referral Process Overview**

Support for a student through LSS begins with a referral through one of three main channels:



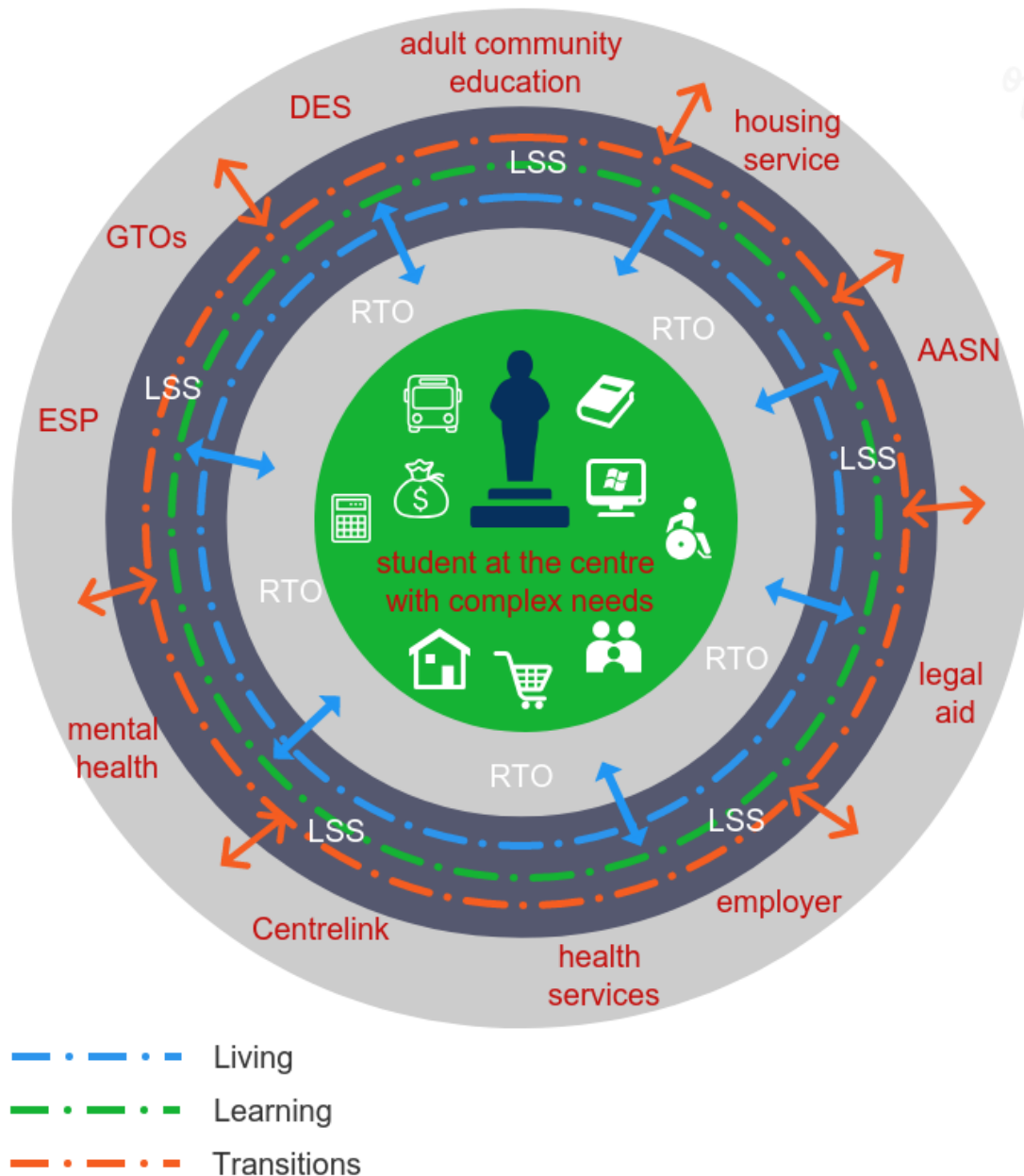
For students who are referred by an external agency, some initial communication with the referring agency is required to determine the already identified needs of the student and existing supports.

For students undertaking an apprenticeship or traineeship communication with their Australian Apprenticeship Support Network (AASN) should be undertaken. For all other students a standard process of intake assessment, planning, coordination, communication and cross referral is undertaken by the LSS Case Manager. More detailed guidance on this process can be found in Section 2 of these guidelines.

## Student Case Management Circle of Support

The figure below represents the concept of the student's needs being embedded within a network of agencies that can provide support:

### CIRCLES OF SUPPORT for students doing subsidised training



## Case Manager Employment

RTOs are expected to:

- employ a person/s who has the skill set to fulfil the case manager role as detailed in the LSS Case Manager Capability Statement (see below); and where necessary
- contract one or more external service providers to undertake some aspects of the suite of support services.

The LSS Case Manager role must not be contracted out to an external provider. Due to potential conflict of interest, Case Managers cannot also be employed as a trainer within the LSS RTO without prior negotiation and written permission from DIS.

### **Learner Case Management Funding Model**

LSS is funded based on \$55 per hour of service, invoiced according to the LSS funding Deed by the RTO and paid by DIS. Providers are also paid a percentage of the total Funding Deed upfront on signing the Funding Deed. Refer to the LSS Funding Deed for terms and conditions of funding.

LSS funds provided to RTOs may be used to:

- employ a person/s who has the skill set to provide the full range of LSS Support Services within the funded hours of support;
- contract one or more external service providers to undertake some aspects of the suite of support services, within the funds available (the LSS Case Manager role cannot be contracted out);
- apply a proportion of the funds to expend on such services the LSS Case Manager considers necessary to effectively support the LSS student (see Guidelines for Expenditure of LSS Funds).

### **Allocation of LSS hours**

The average hours of LSS support per participating student are calculated at 18 hours for overall funding purposes. However, some students may require more hours than the average and many will require less. Each RTO will need to develop their own approach to managing the allocation of hours to ensure that the hours of provision don't exceed the overall Funding Deed limit.

### **Examples**

1. *An RTO is allocated up to 1,000 LSS hours in the LSS Funding Deed. This is calculated to provide 18 hours of support to 55 students @ \$55 per hour. The LSS Case manager provides 1 student with 35 hours of support, 15 students with 20 hours of support (300 hours), 40 students with 10 hours of support (400 hours), 20 students with 8 hours of support (160 hours) and 15 students with 7 hours of support (105 hours).*

*In this example the LSS funds provided support to 91 students. The average hours of support were 11 hours (1,000 divided by 91 students = approx. 11).*

2. *An RTO is allocated up to 1,500 LSS hours in the LSS Funding Deed This is calculated to provide 18 hours of support for 83 students @ \$55 per hour.*

*The LSS Case Manager provides 10 students with 40 hours of support (400 hours), 20 students with 20 hours of support (400 hours), 20 students with 10 hours of support (200 hours), 50 students with 8 hours of support (400 hours), and 20 students with 5 hours of support (100 hours).*

*In this example the LSS funds provided support to 120 students. The average hours of support were 12.5 hours (1,500 divided by 120 students = 12.5).*

### **Guidelines for Ad Hoc Services**

LSS funds are to be spent primarily on delivering services to students based on the defined suite of LSS services (See section 2 of these guidelines for the suite of LSS services)

It is also permissible for the LSS provider to spend a portion of the funds they are contracted to provide on ad hoc services that fall outside of the suite of defined LSS services based on the

following guidelines. The total amount claimed for ad hoc services cannot be over 7.5% of the overall value of the total funding agreement without prior authorisation from the Minister.

Ad hoc expenditure is to be recorded in the LSS Data Collection Spreadsheet.

Services must ONLY be:

- purchased to enable participation in study requirements, work experience/vocational placement or support activities, AND
- one-off or occasional and not be a replacement for services that should be provided according to the agreed suite of LSS Support Services, AND
- purchased when the referring RTO is unable to provide the service, either because reasonable general student support of the referring RTO has been exhausted or there is a need for a specialist service. AND
- after negotiation with the relevant Employment Services Provider (ESP) to fund or contribute funds to the purchase of the goods or services.

Examples: (to be recorded under 'ad hoc' charges in the LSS data reporting spreadsheet)

- Occasional crisis childcare may be required for a student to continue to attend classes when other care arrangements have fallen through.
- Occasional payment of transport costs to enable a student to attend study/work experience when other arrangements have fallen through.
- One-off purchase of Personal Protective Equipment (PPE) in cases where other avenues of finance have been exhausted.
- One-off/occasional purchase of food/groceries in cases where a student's income has been unexpectedly and temporarily reduced and is affecting their ability to participate in training.
- Part contribution to training fees where the training is essential to obtain employment in the student's field (eg drivers' licence, forklift licence). No more than 50% of the fees can be provided through LSS.

## **LSS Provider Regulatory and Legal Obligations**

RTOs have existing obligations under the Australian Skills Quality Authority (ASQA) ATSA contract as well as other relevant legislation, in relation to their role as an LSS Provider. The following information is intended to promote good practice within LSS and provides brief information and links to overarching materials essential for operation.

### **LSS Provider Regulatory Requirements**

ASQA regulates standards for RTOs which adhere to principles of access and equity and maximising outcomes for its students and includes an expectation that RTOs will ensure that learners receive training, assessment and support services that meet their individual needs.

<http://www.asqa.gov.au/>

Access and equity compliance is essential under the Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations 2015 (sub-section 185(1) of the National Vocational Education and Training Regulator Act 2011).

Access and equity means "*policies and approaches aimed at ensuring that vocational education and training are responsive to the individual needs of the students whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes*" (Standards for NVR Registered Training Organisations 2015)

**Standard 1.3** (Standards for NVR Registered Training Organisations 2015)

The RTO has, for all its scope of registration, and consistent with its training and assessment strategies, sufficient:

- trainers and assessors to deliver the training and assessment;
- educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment;

**Educational and support services** may include, but are not limited to:

- pre-enrolment materials;
- study support and study skills programs;
- language, literacy and numeracy (LLN) programs or referrals to these programs;
- equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;
- learning resource centres;
- mediation services or referrals to these services;
- flexible scheduling and delivery of training and assessment;
- counselling services or referrals to these services;
- information and communications technology (ICT) support;
- learning materials in alternative formats, for example, in large print;
- learning and assessment programs contextualised to the workplace; and
- any other services that the RTO considers necessary to support learners to achieve competency.

Further information on compliance with legislation according to ASQA can be found by visiting their website:

<http://www.asqa.gov.au/for-training-organisations/rto-compliance-with-legislation.html>

RTOs who wish to have access to LSS for their students will be expected to demonstrate that LSS does not replace existing obligations to provide support to students.

### **Student Policy and Procedure Requirements**

<http://www.asqa.gov.au/> - The standards for NVR RTOs (2015) state the RTO requirements for compliance with legislation. All RTOs wishing to access LSS must have a range of policies and procedures which guide student conduct. These policies and procedures should include but are not limited to:

#### Student behaviour

Access and equity

Student code of behaviour

Child protection

Complaints

Harassment and Bullying

Health and Safety

Sexual Harassment

#### Student Learning

Admissions and enrolment

Student participation

Assessment

Discrimination

### **Relevant Legislation**

#### ***The Freedom of Information Act 1982***

[http://www.austlii.edu.au/au/legis/cth/consol\\_act/foia1982222/](http://www.austlii.edu.au/au/legis/cth/consol_act/foia1982222/) and the Privacy Act 1988; [http://www.austlii.edu.au/au/legis/cth/consol\\_act/pa1988108/](http://www.austlii.edu.au/au/legis/cth/consol_act/pa1988108/) governs the collection, protection, use and disclosure of all personal information and guides the principles of information privacy used by the Department of Industry and Skills.

Provider contract information and the **Information Privacy Principles** are available from the website: <https://providers.skills.sa.gov.au/Deliver/Learner-support-services>

For the purposes of providing LSS, in addition to the above obligations and guides, RTOs are expected to gather explicit consent to disclosure and sharing of personal information from the student as part of agreeing to receive the support (refer to the Consent Form).

Information regarding the sharing of personal information relates to the **Child Protection Act**, the **Information Sharing Guidelines** and the **Disability Education Standards**. Information is available from:

- *Child Protection Act* - <http://www.legislation.sa.gov.au/LZ/C/A/CHILDRENS%20PROTECTION%20ACT%201993.aspx>
- *Information Sharing Guidelines* - <http://www.ombudsman.sa.gov.au/>
- *Disability Education Standards* - <http://www.ddaedustandards.info/>

### **RTO responsibilities to Case Managers.**

LSS RTOs must:

1. Provide leadership support for embedding the role of LSS Case Management within their RTO and provide appropriate leadership support to developing understanding and referral relationships with external RTOs and other external agencies who may refer their clients for assessment for LSS provision.
2. Identify a senior officer who will be responsible for providing clear direction to the LSS Case Manager and other staff on LSS case management roles and responsibilities and how LSS fits with the RTOs training and other student support provisions. This person is also expected to attend working group meetings convened by DIS.
3. Provide adequate access to ICT and safe confidential work and meeting spaces that will facilitate the confidential, effective and time efficient work of LSS Case Managers.
4. Support LSS Case Managers to help them to adequately prepare to carry out their duties.
5. Have policies and procedures in place that enable a LSS Case Manager to report operational difficulties without discrimination.
6. Provide access to ongoing professional development in case management and access and equity related topics.
7. In consultation with the Case Manager, provide access to debriefing support as required.

### **Data Collection and Reporting Requirements**

LSS RTOs are required to record data on each individual student receiving support through LSS in the LSS Data Collection spreadsheet. This is in addition to case notes and other reporting required by your organisation. Data includes, identifying information to enable data matching, key issues the student has presented with, key supports provided, any ad hoc expenditure and hours of support. Data also includes hours of delivery that do not relate to a specific student but are essential to development and ongoing operation of the LSS function (LSS Non-client Hours).

It is important that accurate information on each student is recorded to enable confirmation of invoices and data matching to enable DIS to obtain student training outcomes. The LSS Data Collection spreadsheet contains Guidance Notes that provide direction on how to fill out each column.

It is expected that RTOs will establish a clear strategy for ensuring the data collection is kept up to date and is accurate. This could include:

- Nominating a key person who is responsible for the quality of data entry.
- Identifying staff for data entry and limiting access to the data collection spreadsheet.
- Identifying the frequency of data entry and how ongoing accumulation of hours of support and ad hoc expenditure will be tracked.
- Developing a calendar for checking data quality.

RTO meetings will be held quarterly in line with Funding Deed reporting periods and will include the LSS project team in DIS, the Senior Officer overseeing LSS in the LSS RTO and any key officers involved in LSS as identified by the RTO (eg LSS Case Managers, finance officers).

Reports will be required to be presented at the quarterly meetings using the template provided by DIS and will include numbers of students being supported, a summary of issues presented by students, any withdrawals and reasons for those, any completions and any job outcomes. Two case studies (using the template provided by DIS) is also required at each meeting.

RTOs are required to email a copy of the LSS Data Collection spreadsheet, along with the relevant invoice by the dates indicated in the LSS Funding Deed.

An end of year report will be required, which will include a summary of the quarterly reports and responses to any additional evaluative information DIS considers necessary for effective development of LSS. A template will be provided by DIS in time for the end of year reporting.

### **Summary of Data Collection and Reporting Requirements:**

- Data Reporting Spreadsheet - enter data on LSS delivery in accordance with the spreadsheet guidelines.
- Data Reporting spreadsheet – completed quarterly and emailed to DIS along with related invoice, according to the dates specified in the LSS Funding Deed.
- Quarterly report template filled out and presented at quarterly meetings. Copy provided to DIS. See Compulsory Forms in Section 2 of these Guidelines.
- At least two case studies completed according to the template and presented at quarterly meetings. Copy provided to DIS. See Compulsory Forms in Section 2 of these Guidelines.
- Final report completed according to template provided by DIS (to be provided) and emailed to DIS along with the fourth quarter LSS Data Collection spread sheet and fourth quarter invoice. See LSS Funding Deed for due dates.

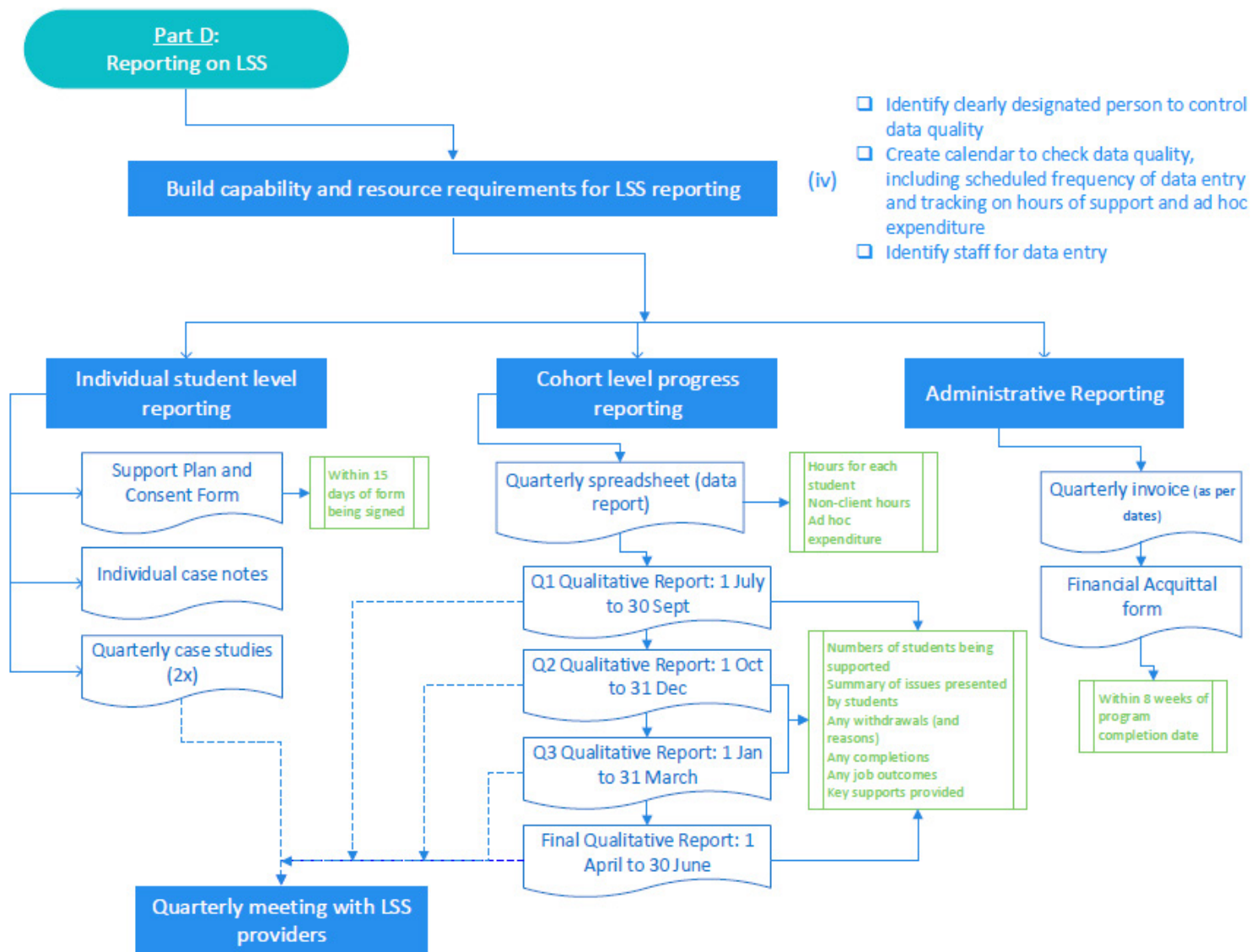
### **Privacy and Consent**

A critical part of learner case management is the ability of an LSS Case Manager to ensure a student's privacy and consent to information sharing. Consent must be voluntary, without threat or pressure. An RTO must ensure the student is adequately informed of the implications of granting or refusing consent and must have the capacity to understand, provide and communicate their consent (The Office of the Guardian for Children and Young people (2010 p8)).

Informed consent is when a student has read (or has had the information explained) and understood the information that has been presented to them, and then agrees to carry out the activities based on their understanding.

LSS Case Managers are required to explain the LSS consent form to each student receiving LSS and to ensure the form is signed and forwarded to DIS for monitoring purposes by DIS (see Section 2 of the LSS Operational Guidelines for further guidance on the LSS Consent Form. See the LSS Funding Deed for email address to send the Consent Form).





## LSS Operational Guidelines References

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## **Annexure A:**

### **LSS Case Manager Capability Statement**

The following capabilities are the minimum standard for employment of a LSS Case Manager by RTOs for provision of LSS Case Management.

#### **Skills**

Demonstrated ability to:

- Respond effectively to individuals of diverse ages, cultures and socio-economic backgrounds
- Manage conflict, engender confidence, participation and cooperation with students, staff, colleagues and external government and non-government service providers.
- Communicate effectively with a range of people from varying backgrounds and at all levels both verbally and in writing.
- Operate independently within defined areas of responsibility and to operate co-operatively within a team
- Establish networks, initiate change, foster and support organisational activities
- Provide effective counselling, mediation/conflict resolution and assessment that supports educational outcomes of students
- Keep accurate records, use relevant technologies and write reports

#### **Experience**

Demonstrated experience in:

- Meeting the needs of people at risk, people with disabilities and people from diverse cultural backgrounds
- Working with community service or health sector and/or welfare agencies and other relevant organisations

#### **Knowledge**

Demonstrated Knowledge of:

- Vocational education and training, including adult learning principles and their application
- Social justice principles
- Community, social welfare, legal and health resources and how to navigate them.
- Employment Services and welfare agencies and how to navigate them
- Complex life issues that lead to barriers to training such as learning difficulties, mental health issues, family dysfunction and violence, drug addiction, homelessness and involvement in the justice system.

#### **Essential certifications:**

- Child Safe Environments
- Drivers Licence
- Police check

**Essential Training** (to be provided by the RTO unless the Case Manager already has up to date training in this area)

- Mental Health First Aid training
- Disability Awareness training.
- Cultural Awareness training

## **Role and Responsibilities**

### **Role**

- Provide individualised practical and emotional support in a proactive manner for the student.
- Provide the student with practical and emotional support in the three LSS defined domains of living, learning and transition that assist the student to sustain their engagement with study and complete their qualification.
- Maintain relevant communication with all agencies associated with the student during training and post course transition including the RTO providing training, external service providers and employers.

### **Responsibilities**

- Provide a single consistent and ongoing contact point for the individual student.
- Assess the student's living, learning and transition needs.
- In conjunction with the student develop and regularly review a support plan.
- Provide and coordinate support services to the student as needed according to the suite of defined LSS services.
- Liaise with trainers and other staff to deal with any reasonable adjustments, address any conflict or behavioural issues etc during training.
- Develop effective referral relationships with external agencies to access services that will assist the student to enter training with support, stay in study and to transition smoothly on completion.
- Contribute to the coordination of existing services the student is accessing by continually engaging with the external service providers who are already in the role of providing case management to the student, including Commonwealth government funded ESPs and AASN providers where relevant.
- Work in conjunction with any referring RTOs to ensure that the LSS support plan and ongoing support provision fits with and leverages the referring RTOs training and general support provisions.
- Complete and provide copies of the essential LSS evidence forms (Consent Form and Support Plan) to DIS.
- Keep a record of hours of support delivered and report data as required to DIS.

## **Acronyms used throughout these guides**

ACE	Adult Community Education
ANP/AASN	Apprenticeship Network Providers (Australian Apprenticeship Support Network)
ASQA	Australian Skills Quality Authority
ATSA	Accredited Training Schedule Agreement
AVO	Apprehended Violence Orders
DES	Disability Employment Services
DIS	Department for Innovation and Skills (previously Dept Industry and Skills)

DHS	Department of Human Services
ESP	Employment Services Provider
ICAN	Innovative Community Action Network
ICT	Information and Communication Technologies
LLN	Language, Literacy and Numeracy
LSS	Learner Support Services
GTO	Group Training Organisation
NVEAC	National VET Equity Advisory Council
NVR	National Vocational Education and Training Regulator
PPE	Personal Protective Equipment
QP	Qualification Project
RTO	Registered Training Organisation
SES	Socio Economic Status
SRNI	Snapshot Reading Numeracy Indicator
STL	Subsidised Training List
TAS	Trainee and Apprenticeship Services (a team within SWC)
TGSS	Training Guarantee for SACE Students
UAN	Upfront Assessment of Need
VET	Vocational Education and Training
WHS	Workplace Health and Safety