



Australian Institute *of*
Technology Transfer



AITT Company Procedure

Understanding and Supporting South Australian Students v1.0

AITT RTO 50834

May 2026

Table of Contents

1. Understanding and Supporting South Australian Students.....	3
a) Purpose.....	3
b) Scope.....	3
c) Roles and Responsibilities.....	3
d) Procedure.....	3
e) Next Review Date.....	6

1. Understanding and Supporting South Australian Students

Effective Date: May 2026

Next Review: May 2027

Version: 1.1

Applies to: All students enrolled in Skills SA-subsidised training programs

a) Purpose

This procedure outlines how AITT understands, identifies, and responds to the characteristics, learning barriers, and support needs of South Australian students to ensure flexible, inclusive, and responsive training delivery. It aligns with Skills SA Support Standard 2 and supports implementation of the Upfront Assessment of Need (UAN) process by ensuring learner characteristics and support needs are understood early and throughout the student journey.

b) Scope

This procedure applies to all students enrolled in South Australian government-subsidised training delivered by AITT. It includes school-based learners, adult learners, career transitioners, and those undertaking training as part of workforce development or re-skilling initiatives. Specific attention is paid to priority equity groups including Aboriginal and Torres Strait Islander students, students with disability, students with learning difficulties, and those experiencing socioeconomic or geographic disadvantage.

c) Roles and Responsibilities

The following roles and responsibilities apply to AITT's UAN procedure

Role	Responsibility
AITT Administration	Record learner demographic information, maintain support documentation, and coordinate referrals and communications
Senior Trainers and Assessors	Identify learner barriers, monitor student needs, contextualise delivery, and recommend supports
UAN Mentor / CSPA Interpreter	Interpret literacy and numeracy outcomes and identify appropriate interventions
Student Support Officer	Coordinate support services and student engagement activities
Compliance Officer	Monitor compliance with Skills SA support and UAN requirements

d) Procedure

Step 1: Initial Learner Engagement

- AITT collects demographic data during enrolment including age, location, prior education, employment status, and cultural background.

- Staff monitor group trends such as youth cohorts, adult return-to-learners, and students in remote/regional SA.

Step 2: Understand Learning Barriers and Thinking Differences

- Learner information is gathered through:
 - enrolment documentation
 - pre-training interviews
 - UAN suitability and support assessments
 - literacy and numeracy assessments
 - student self-disclosure
 - trainer observations
- Staff identify indicators that may impact participation and success including:
 - low literacy and numeracy capability
 - low English language capability
 - disability or health considerations
 - learning difficulties
 - neurodiversity
 - limited digital literacy
 - socioeconomic barriers
 - transport or accessibility issues
 - work and family commitments
 - wellbeing concerns
- Staff also consider indicators across the seven UAN suitability areas including:
 - communication capability
 - course requirements
 - career alignment
 - employment pathway understanding
 - industry requirements
 - aptitude for learning
 - course expectations and barriers

Step 3: Inform Support Approach

- Training delivery and assessment are contextualised using learner data (e.g., simplified language, extra time, scaffolded tasks).

- All students are provided access to core supports like flexible learning, optional catch-up sessions, and accessible resources.
- Training materials and assessment tasks are adapted to reflect learner needs and contexts.
- Engagement methods may include additional visuals, simplified language, or scaffolded activities.
- Staff monitor for indicators of low English language capability including:
 - o inability to complete basic forms
 - o difficulty responding verbally
 - o limited English vocabulary
 - o difficulty following discussions
 - o limited prior education or literacy
- Students demonstrating indicators of low English language capability may be referred to approved English language support services.
 - o Staff may identify digital literacy gaps through:
 - o learner interviews
 - o enrolment information
 - o trainer observations
 - o optional assessment tools
- Appropriate digital literacy support may be implemented where required.

Step 4: Flexible Delivery and Assessment Options

- Information gathered regarding learner characteristics informs:
 - o contextualisation of learning materials
 - o training delivery approaches
 - o communication methods
 - o assessment adjustments
 - o support planning
- Strategies may include:
 - o simplified language
 - o additional visuals
 - o scaffolded activities
 - o flexible delivery arrangements
 - o assistive technologies
 - o structured learning supports
 - o additional coaching or mentoring
- Any required supports are documented and communicated to relevant staff.

Step 5: Support Networks

- Maintain local presence (Adelaide office) and remote support to Adelaide students.
- Engage with industry partners and schools helps tailor expectations and support pathways.
- Where applicable, Individual Learning Plans (ILPs) are created in consultation with school or employer and continuously monitored in collaboration.

Step 6: Monitor and Adjust (continuous improvement)

- Student feedback, trainer observations, learner outcomes, UAN findings, and support engagement data are reviewed regularly.
- Trends in learner barriers and support requirements inform:
 - o staff professional development
 - o learning resource design
 - o support procedures
 - o continuous improvement activities
- All actions and changes are documented within AITT systems.

e) Next Review Date

This policy requires reviewing annually by the CEO.

Next review date: May 2027

Document Approval

Policy Title	Understanding and Supporting South Australian Students
Policy Owner	CEO – Hanif Kuthubutheen
Policy Version	1.1
Approval Date	May 2026
Review Date	May 2027
Approved By	CEO – Australian Institute of Technology Transfer (AITT)
Signature	
	Hanif Kuthubutheen
	Chief Executive Officer
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