

Student Support Policy

Policy Overview:

To establish and implement responsibilities to ensure that the RTO's individual support identification practices and support services are responsive, adequate and appropriate to all students whilst complying with RTO Standards 2015.

Objective:

To ensure a systematic process occurs nationally by implementing a centralised academic and personal support system to all students enrolled with the RTO, which is consistent and meets the organisations business objectives and compliance needs against the RTO Standards 2015.

Staff Responsible:

This applies to all;

- State Managers
- Operations Manager
- National Compliance & Quality Manager (NCQM)
- Compliance & Quality Department (CQD)
- Training Advisors
- Trainers and Assessors
- Branch Administrators

Compliance Standards:

This policy relates to the following SNR standards: 15.1, 15.5, 16.1, 16.2, 16.3, 16.4, 16.5, 20.1, 20.2

This policy relates to the following 2015 SNR standards: 1.1, 1.2, 1.3, 1.7, 1.8

This policy relates to the following AQTF Standards: 2.1, 2.5

Related Policies/Templates/Documents:

- P-018 Reasonable Adjustment Policy
- P-020 Student Engagement and Induction Policy
- P-001 Enrolment Policy and Procedure
- F-013 Student Support Form
- D-001 Student Information Guide
- F-023 Entry Assessment

Definitions:

Entry assessment

Formal assessment process identifying language, literacy and numeracy levels against the Australian Core Skills Framework ACSF to determine suitable support services to individual students.

Support Services

Strategies, tools and services available both internally (within the RTO) and externally to assist students complete their studies.

At risk

The term used for students whom may have the potential in not completing their course in which they are enrolled.

Disability

The *Disability Discrimination Act 1992* (Cth) defines disability as:

- total or partial loss of the person's bodily or mental functions
- total or partial loss of a part of the body
- the presence in the body of organisms causing disease or illness
- the malfunction, malformation or disfigurement of a part of the person's body
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment, or that results in disturbed behaviour

Reasonable adjustment

A form of adjustment to assist the student in their learning pathway addressing their individual needs in a fair and ethical manner.

1. Overview of Student Support Services

It is the responsibility of the RTO to identify barriers that may impact on the students learning experience and achievement by offering access to individual support services to all students enrolled within the RTO by all employed staff. Such support services will be identified prior to enrolment, at enrolment or at commencement, be provided by suitably qualified persons and may include although not limited to:

1.1 Language, Literacy & Numeracy (LLN);

Identified by conducting entry assessments during the enrolment process where students are assessed against the ACSF levels. If needs are identified students are referred to suitably qualified LLN external support services.

1.2 Mentoring;

Assisting students by offering a structured mentoring program by highly qualified trainers or other RTO staff.

1.3 Disability support;

Offering students with a recognised disability the necessary support services to meet their individual needs physically and academically through highly qualified external services with appropriate resources to assist the recognised disability.

1.4 Information Technology (IT) support

Providing the support to assist students in applying IT skills relevant to the training program by the RTO internal IT staff or qualified/experienced trainers.

1.5 Counselling;

Referring students to professional external counselling services.

1.6 Study support

Students provided with guidance and resources (such as a coach or professional one on one trainers) to assist and guide them during self-based study.

1.7 Financial support

Offering students a payment plan to fee for service enrolled students or providing students with guidance to Government support services.

1.8 Learning and assessment program support

Support to assist different learner styles by providing strategies such as additional time to complete the course and assessment, contextualised resources, additional activities to assist in understanding or facilitation/teaching approach.

1.9 Cultural and background support needs

People from all social and cultural backgrounds will be equally treated and due respect will be given to people from culturally and linguistically diverse backgrounds

2. Identifying support

It is the responsibility of RTO staff to identify support requirements prior to enrolment, during the enrolment and induction process and/or at the commencement of the students learning experience. The RTO must remain conscious of the student's privacy and confidentiality during all contact. Refer to - **1. Identifying support procedure, .**

3. Reporting & Recording Requirements

The Operations Manager is responsible for monitoring the effectiveness of the RTO reporting process and for ensuring all records are completed accurately and maintained to demonstrate that support has been provided. – **1. Identifying support procedure,**

2. External Support Services Procedure, 3. Internal Support Services Procedure

4. Improving student support services

Through the RTO's continuous improvement process, the State Manager are responsible for sourcing feedback from all stakeholders on the RTO's current student support services and identification practices and feeding these through to the National Compliance and Quality Manager.

Student Support Procedure

1. Identifying Support Procedure		
Action / Task	Responsible	Timeline
<p>Informing students of support services</p> <p>As part of identifying support, all students must be informed prior to and during enrolment of the RTO's support policy and strategies for academic, physical and welfare support through the following communication channels:</p> <ul style="list-style-type: none"> • RTO website; • Student Information Guide; • Course brochure; • Enrolment interviews; and • RTO induction. <p>The RTO must monitor all communication channels to ensure information is current, consistent and accurate.</p>	<p>State Manager</p> <p>Operations Manager</p> <p>Training Advisors</p> <p>Business Development</p>	<p>Ongoing</p>
<p>Entry Assessments</p> <p>All students must complete the mandatory Entry Assessment relevant to the AQF level as part of the enrolment process using the relevant entry assessment form - F-023 Entry Assessment. Refer to P-001 Enrolment Policy and Procedure.</p> <p>The F-023 Entry Assessment is not marked as Pass or Fail. It is to be used as a guide to the skill level of the applicant. Where it is identified there are skill gaps, the F-013 Student Support Form must be completed.</p>	<p>State Manager</p> <p>Operations Manager</p>	<p>Ongoing</p>
<p>Identifying needs at the commencement of training</p> <p>All needs that are identified at the commencement of training must be reported to the Operations Manager immediately.</p> <p>The RTO staff member whom identifies the need must complete F-013 Student Support Form accurately and be mindful of the students' rights to privacy and confidentiality.</p> <p>F-013 Student Support Form must be uploaded into the SMS for further reference within 24 hours of identifying the support requirements.</p>	<p>Operations Manager</p> <p>Trainers and Assessors</p> <p>Training Advisors</p>	<p>Ongoing</p>

Action / Task	Responsible	Timeline
<p>RTO staff must provide ongoing communication to the relevant student informing and consulting with them on the process and implementation of required support services. Communication may be via email, interview, one-to-one discussion (face to face or via phone).</p> <p>Support needs may be identified by:</p> <ul style="list-style-type: none"> • Poor attendance; • Self-referral by a student; • Trainer observation; • Formative assessment outcomes; • Student evaluation survey; • During induction; • During an interview; or • Student complaint. <p>All evidence of identification, communication must be uploaded into the SMS to demonstrate that support is being actioned.</p>	<p>Business Development</p> <p>Admin.</p>	
<h2>2. External Support Services Procedure</h2>		
<p>All referrals for external support services must be approved by the Operations Manager prior to communicating to the relevant student.</p> <p>F-013 Student Support Form must be completed outlining particular external support services relevant.</p> <p>External support services must only be referred by the RTO. It is the student's responsibility to arrange such services.</p> <p>Students must be informed on additional fees (if required).</p> <p>External support services may include:</p> <ul style="list-style-type: none"> • WELL Program • The Adult Migrant English Language Program • Professional counselling – Beyond Blue, Kids Help Line • External tuition or mentoring program • Financial Assistance • General Practitioners • LLN Practitioners • Interpreters 	<p>Operations Manager</p> <p>RTO staff whom identifies support requirements</p>	<p>When identified</p>

Action / Task	Responsible	Timeline
<p>If the issue is discussed firstly with the student's work based training supervisor, the relevant trainer must ensure that discussion with the student via phone or face to face is organised to discuss the issue immediately.</p> <p>All work-based training support services must be discussed with the student, the work-based training supervisor and agreement made prior to implementation by signing the student support form.</p> <p>Students must be informed on additional fees (if required).</p> <p>Work-based training support services may include although not limited to:</p> <ul style="list-style-type: none"> • One to one coaching; • Additional time to complete tasks; • Rosters adjustments; • Adjustments to resources and/or equipment. <p>Student progress must be monitored and documented by the person responsible for implementing support services. All documentary evidence must be uploaded in the SMS.</p>	<p>RTO Staff member facilitating the support Admin.</p>	<p>When identified</p> <p>When identified</p> <p>Ongoing</p>

Document Revision History

Version Number	Author	Date Published	Description
2.0	Aleena Velich	04/05/2017	<p>Reviewed and revised policy including responsibilities for when:</p> <ul style="list-style-type: none"> • Offering student support services; • Identifying support; • Reporting and recording requirements; • Continuous improvement; <p>Developed procedures for:</p> <ul style="list-style-type: none"> • Identifying support; • Actioning support internally and externally; • Implementing work based training support. <p>Updated Policy and Procedure to new format.</p> <p>This policy now replaces P-038 Language, Literacy & Numeracy Policy</p>
2.1	Natalie Robinson	26/05/2017	Added transition letter template and Document Revision History.
2.2	Aleena Velich	24/7/17	Reviewed and included relevant supporting documents.
2.3	Natalie	25/07/2017	Renaming to Student Support Policy & Procedure to be in line with naming conventions in other policies & procedures and general VET vocab.
2.4	Sarah Wong	14/09/2017	Formatting
2.5	Sarah Wong	14/09/2017	Formatting
2.6	Natalie	16/02/2018	<p>Specifying that Entry Assessments are not a Pass or Fail assessment, but a guide to the skill level of the applicant.</p> <p>Also tied in that the F-013 Student Support Form.pdf form must be completed when gaps identified.</p>