



Policy Overview:

The RTO will ensure that it has sufficient educational and support services to meet the needs of the learner cohort/s undertaking training and assessment. The RTO will implement student support mechanisms and monitor the support needs of students over the entire student life cycle. This policy will provide information relating to staff responsibilities in the provision of student support services across the organisation.

Objective:

To ensure a systematic process occurs by implementing individual student support measures that meet their specific needs which is consistently applied across the organisation and that meets the Standards for RTO's (SRTO's) 2015. Additionally, the RTO will ensure that students receive support that is responsive, adequate and appropriate to the individual needs of students.

Staff Responsible:

This applies to all:

- Operations Manager
- National Compliance & Quality Manager (NCQM)
- Compliance Team
- Business Development Managers (BDMs)
- Trainers and Assessors
- Training Administrators

Compliance Standards:

This policy relates to the following SRTO's 2015: 1.3, 1.7, 5.4

Contract Requirements:

2018-2019 Standard VET Funding Contract (extended to 31 December 2020)

Schedule 1: Clauses 5.1, 5.2, 5.5

Related Policies/Templates/Documents:

- D-001.1 Student Information Guide
- D-312.1 ACSF Levels by Qualification Document
- D-406.1 Student Support Handout
- F-013.1 Student Support Form
- F-014.1 Student Support Progress Report
- P-001.1 Enrolment Policy and Procedure
- P-018.1 Reasonable Adjustment Policy & Procedure
- M-405 Recording Student Support



Definitions:

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients 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.

(Definition sourced from ASQA Glossary on 19/12/2019: <https://www.asqa.gov.au/standards/appendices2/appendix-2>)

The Disability Discrimination Act 1992 (Cth) defines disability, in relation to a person, as:

- (a) total or partial loss of the person's bodily or mental functions; or
 - (b) total or partial loss of a part of the body; or
 - (c) the presence in the body of organisms causing disease or illness; or
 - (d) the presence in the body of organisms capable of causing disease or illness; or
 - (e) the malfunction, malformation or disfigurement of a part of the person's body; or
 - (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
 - (g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;
- and includes a disability that:
- (h) presently exists; or
 - (i) previously existed but no longer exists; or
 - (j) may exist in the future (including because of a genetic predisposition to that disability); or
 - (k) is imputed to a person.

(Definition sourced from Federal Register of Legislation on 19/12/2019: <https://www.legislation.gov.au/Details/C2016C00763>)

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

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

(Definition sourced from ASQA Glossary on 19/12/2019: <https://www.asqa.gov.au/standards/appendices2/appendix-2>)



Reasonable Adjustment is a legislative term that, for VET, refers to a measure or action taken by an education provider to enable learners with disability to participate in education and training on the same basis as learners without disability. All RTOs are obliged to provide reasonable adjustment to ensure. Reasonable adjustments are those that would not cause unjustifiable hardship on the RTO. For example, if the costs of making adjustments to the premises are such that they would cause hardship to the RTO, it would not be expected that such adjustments are made. RTOs are encouraged to seek advice from the Australian Human Rights Commission on the individual circumstance.

(ASQA Fact Sheet accessed:

https://www.asqa.gov.au/sites/default/files/FACT_SHEET_Providing_quality_training_and_assessment_services_to_students_with_disabilities.pdf?v=1508135481 Date: 19/12/2019)



Student Support Services

The RTO will ensure that it has sufficient educational and support services to meet the needs of the learner cohort/s undertaking training and assessment services whether the services are internal or external to the organisation. The RTO will make every effort to identify any barriers that may impact upon a student's learning, participation or opportunity to successfully complete a Nationally Recognised Training program. This will be achieved by providing a supportive environment for students that invites disclosure. Where disclosure of a disability or support request has been received, the RTO will make reasonable adjustments and implement support strategies to allow student to fully participate in training programs.

(Also refer to P-018.1 Reasonable Adjustment Policy & Procedure)

Internal Support Services

Students will be offered and able to access any of the following support services at any time throughout their training program:

Study Support

Students will be provided study support from their trainer and assessor and will be based on the individual needs of students.

Travel Support

Some students may be eligible for travel support which provides assistance with transport to and from the training venue and sites where practical sessions are conducted.

Language, Literacy and Numeracy Support

Students will be provided language, literacy and numeracy (LLN) support based upon the LLN assessment outcomes in ACSF areas that are lower than that of the qualification requirements. Strategies will vary depending on the LLN assessment results.

Learning Support

Students will be provided with learning support that meets their individual needs and learning styles which includes contextualising course materials, assessment resources and other course related information.

Mentoring/Coaching Support

Students will be provided with mentoring/coaching support from one of our qualified trainers and assessors.

IT Support

Students will be provided with IT support relevant to the training program by internal RTO staff or one of our qualified trainers and assessors.



External Support Services

Students will be referred to external support services where a request has been received for any of the following support areas:

- Cultural Support
- Disability Support
- Emotional Support
- Family Support
- Financial Support
- Professional Counselling

Information about external referral services can be found in the **D-406.1 Student Support Handout**. Further information regarding both internal and external student support services can also be found in the **D-001.1 Student Information Guide** and requests can be submitted using **F-013.1 Student Support Form**.

Identifying Student Support Needs

Prior to the commencement training, students are informed about the internal and external support services available to them. Where an RTO staff member has identified any student support needs, they will need to be documented using **F-013.1 Student Support Form**.

As part of the application process, student's will be required to participate in a Language Literacy and Numeracy (LLN) assessment to determine whether they meet the ACSF level of the qualification. The LLN is conducted as an online assessment, and LLN reports are generated from the system for each student. Where students do not meet the minimum ACSF requirement, student support measures will be implemented. The measures will vary based upon their individual LLN assessment results and any support plans will be discussed with each student.

Refer to the procedures: **1. Identifying Student Support Procedure** and **2. Determining Student Support Measures Procedure**.

Documenting Student Support

All staff are responsible for reporting and recording any conversations they have with student in regards to student support services. The **F-013.1 Student Support Form** should be used for this purpose, with entries made in the Student Management System (SMS), documenting the details recorded in the **F-013.1 Student Support Form**.

The Operations Manager and Compliance Team are responsible for monitoring the effectiveness of student support measures implemented by regular systematic monitoring.

At all times the RTO must remain conscious of the student's privacy and confidentiality during all contact between the staff and the student.

Refer to the following procedure: **3. Documenting Student Support Procedure**.



Student Progression

The progression of all students will be regularly monitored in terms of attendance, progression and completion of assessment activities, and to determine the effectiveness of any student support measures that have been implemented. The intent of such monitoring is to ensure that training and assessment services and student support provided maximises outcomes for students. Where any progression support issues are identified, these will be addressed with consultation with the Operations Manager, Compliance Team and the individual student.

Refer to the following procedure: **4. Student Progression Procedure.**

Improving Student Support Services

Through the RTO's continuous improvement process, the staff involved in providing the support services are responsible for sourcing feedback from the student who was provided the support services on how this might be improved in future, and feeding these through to the Compliance Team.

Refer to the following procedure: **5. Improving future support services.**



Student Support and Progression Procedure

1 Identifying Student Support		
Action / Task	Responsible	Timeline
<p>1.1 Informing students of support services Students must be informed prior to beginning their studies what support services are available and where they can find further information about these during their studies.</p> <p>1.1.1 Support services should be advertised via the following communication channels:</p> <ul style="list-style-type: none"> ▪ RTO website ▪ Student Information Guide ▪ Enrolment interview <p>1.1.2 The RTO must monitor all communication channels to ensure information is current, consistent and accurate.</p>	<p>BDMs Trainer/Assessors</p>	<p>Ongoing</p>
<p>1.2 LLN online assessment</p> <p>1.2.1 All students must complete the mandatory LLN online assessment tool to the AQF level as part of the enrolment process. Refer to P-001.1 Enrolment Policy and Procedure.</p> <p>1.2.2 The LLN online assessment is designed to identify any LLN issues that the student might have prior to them commencing their studies. The assessments is designed to identify whether the student has the appropriate LLN skills to undertake their studies without support, and the appropriate level of support required where issues are identified.</p> <p>1.2.3 Where it is identified there are LLN issues for the particular qualification they are about to undertake, a discussion should occur between a staff member and the student to discuss any issues identified, and appropriate support services that might be applicable to help address these issues. Refer to the following procedure: 2 Determining Support Required Procedure.</p>	<p>Trainer/Assessors</p>	<p>During enrolment</p>



Action / Task	Responsible	Timeline
<p>1.3 Other methods used to identify that support may be required</p> <p>1.3.1 As well as the LLN online assessment, students requiring support services may be identified via:</p> <ul style="list-style-type: none"> ▪ Students self-reporting that they need support ▪ Feedback from a student that another student requires support ▪ A staff member observing behavior or actions that may indicate that support is required or through a major change in academic performance. <p>1.3.2 If a student self-reports that they need support services, then an initial discussion should be held between the staff member and the student to discuss why they require support, and what support services may be applicable. Refer to the following procedure: 2 Determining Support Required Procedure.</p> <p>1.3.3 A student may approach a staff member in confidence to report that they believe another student requires support. If this is the case the staff member should discuss with the student why they believe this is the case. If there is a concern that support may be required, the staff member should approach the student to discuss these. Refer to the following procedure: 2 Determining Support Required Procedure.</p> <p>1.3.4 If a staff member observes student behavior or actions that are indicative that support is required, or there is a marked change in academic performance and attendance, then the staff member should approach the student to discuss their concerns. Refer to the following procedure: 2 Determining Support Required Procedure.</p>	<p>All RTO Staff whom identify the need</p>	<p>When identified</p>



2 Determining Student Support Measures		
<p>2.1 Approaching the student</p> <p>2.1.1 When the need to approach the student to discuss concerns they have or support options available, staff must ensure that they approach the student in a considered and confidential manner as the student may be sensitive to the issue that requires support.</p> <p>2.1.2 The culture and any experiences the staff member have had with the student should provide guidance on whether a formal approach or informal approach would be better suited to approaching the student.</p>	<p>RTO Staff member who identified the need</p>	<p>When identified</p>
<p>2.2 Undertaking a support discussion</p> <p>2.2.1 The point of a support discussion is so that any support needs can be determined, and what appropriate support service would best meet the support needs.</p> <p>2.2.2 Appropriate support needs is determined by the discussion but some examples are;</p> <ul style="list-style-type: none"> ▪ Internal support services <ul style="list-style-type: none"> ▪ One to one coaching; ▪ Group study sessions; ▪ Pre-course self-based study arrangement; ▪ Adjustments to the learning environment; ▪ Additional time; ▪ Guidance to online resources ▪ External support services <ul style="list-style-type: none"> ▪ Language support ▪ Professional counselling ▪ External tuition or mentoring program ▪ Budgeting Assistance ▪ Referral to a General Practitioner ▪ Interpreters <p>2.2.3 Where there is an external support need or one that is beyond the knowledge of the staff member, then another staff member may need to become involved, or the need to consult with industry may be required to determine the most appropriate support service.</p>	<p>RTO Staff member who identified the need</p>	<p>When identified</p>



<p>At all times the student should be involved in the process so that they are happy with the support service(s) identified.</p>		
<p>3 Documenting Student Support</p>		
<p>3.1 Recording support discussion</p> <p>3.1.1 The support discussion between the student and the staff member and any other interested parties should be recorded in detail using the F-013.1 Student Support Form.</p> <p>3.1.2 The purpose of the F-013.1 Student Support Form is to set out recommendations on how support services should be implemented.</p> <p>3.1.3 The staff member must ensure that all fields are completed and that no information has been left out.</p> <p>3.1.4 The student must sign and date that they are in agreement of the support services to be offered/implemented as documented in the F-013.1 Student Support Form.</p>	<p>RTO Staff member who identified the need</p>	<p>During the support discussion.</p>
<p>3.2 Gaining approval to proceed with support recommendations</p> <p>3.2.1 After the support discussion has been concluded and documented in the F-013.1 Student Support Form, the Manager must sign off on the support service recommendations documented by the staff member.</p> <p>3.2.2 If any modification has been made to the support services to be offered by the Manager as part of this approval, these changes must be discussed with the student and agreed upon.</p> <p>3.2.3 After the Manager has signed off on the support recommendations in the F-013.1 Student Support Form, and any appropriate communication has occurred with the student in regards to any modifications if applicable, the staff member should upload the F-013.1 Student Support Form to aXcelerate and record an appropriate note. Refer to M-405 Recording Student Support on how this is completed</p>	<p>RTO Staff member who identified the need Manager</p>	<p>Within 24 -48 hours after student discussion concluded.</p>



<p>3.3 Maintaining student engagement</p> <p>3.3.1 RTO staff must provide ongoing communication to the relevant student informing and consulting with them on the process and implementation of required support service(s).</p> <p>3.3.2 Any communication between the staff member and the student must be recorded as a note in aXcelerate so it provides an ongoing plan of what has occurred in relation to the support services. Refer to M-405 Recording Student Support on how this is completed</p>	<p>All RTO Staff involved in providing support services</p>	<p>Ongoing</p>
<p>4 Student Progression</p>		
<p>4.1 The Quality Register in the SMS will include the following items to monitor the student’s progression:</p> <p>4.1.1 LLN Reports - scheduled monthly</p> <p>4.1.2 LLN Support – scheduled quarterly</p> <p>4.1.3 Student Progression Monitoring – scheduled every 2 months</p> <p>4.2 The Compliance Team are responsible for monitoring all data/documentation relating to LLN report outcomes, LLN support, general student support and student progression. Where there are issues identified, the Compliance Team will notify the Operations Manager who coordinate follow up actions.</p>	<p>Compliance</p>	<p>Ongoing</p>
<p>5 Improving future support services</p>		
<p>5.1 Improving support services</p> <p>5.1.1 Any staff involved in offering or assisting with the support services should ensure that they are following up with the student during and upon conclusion of the support services to gather the students feedback on how well these services helped them.</p> <p>5.1.2 If feedback indicates that they were unhappy with the support services offered, or that improvements could be made, the staff member should document this and send this through to the studentsupportvic@aivd.com.au email.</p>	<p>All RTO staff offering the identified support services Compliance</p>	<p>Ongoing</p>



<p>5.1.3 Compliance will review the feedback, and if appropriate contact the staff member(s) who offered the support services for further information if required.</p>		
<p>5.1.4 If possible improvements can be made Compliance will determine what these are and the appropriate steps to implement these.</p>		
<p>5.1.5 The implementation of the improvements is planned and undertaken as appropriate with an update made on the Continuous Improvement Register.</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	24/7/2017	Reviewed and included relevant supporting documents.
2.3	Natalie Robinson	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 Robinson	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>
3.0	Aaron Hansen	08/05/2019	Major re-write to ensure all current practices are incorporated.
	Rebekah Faleafaga	09/05/2019	Reviewed by Operations and comments implemented.
3.1	Rebekah Faleafaga	31/01/2020	Policy reviewed and updated
3.2	Rebekah Faleafaga	10/02/2020	Policy reviewed and updated as per current requirements
3.3	Rebekah Faleafaga / Fiona Dunkerton	19/05/2020	Formatting updated and state contract clauses added to the policy.