

SC11-I: Student Support Services Policy & Procedure

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Purpose

The policy is designed to ensure that Student support needs, including academic, personal support and language, literacy and numeracy (LLN) needs are identified and that Student support is allocated based on identifiable requirements that does not compromise safety, and improves Student outcomes

Scope

The policy applies to all RTO Staff and Students

Objective

The policy design to support learner to maximise the chance of learners successfully completing their training by;

- identify any support individual learners need prior to their enrolment; and
- provide access to that support throughout their training

Policy Details

1. RTO is dedicated to identifying Student Support requirements wherever they exist and that this support is made available, either directly or via arrangements with a third party.
2. At minimum, the support should include;
 - identifying particular requirements such as literacy, numeracy, English language or physical capabilities learners would need to complete each course
 - developing strategies to make support available where gaps are identified
3. RTO should recognise the right of Students not to disclose conditions or circumstances which may warrant support.

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Process and Procedures

1. Support Services

RTO provides support services depending on the needs of its clients and capacity to provide these services. Information is provided to learners about available support services and any external support arrangements through the Website and the Student Handbook.

RTO liaises with student, trainers and assessors, and other stakeholders to ensure that the type of intervention chosen is appropriate for the student and the training and assessment program. RTO monitors the delivery of support services and identifies improvements.

RTO provides resources and support to help students make the most of their time from the moment they commence their course till they graduate. RTO regularly consults with students to gather feedback on their experience at the RTO and continually strive to develop and improve the services. The result is a supportive and safe environment that plays a crucial role in ensuring that every student is able to perform at their best.

2. Assessing the support at the time of Application

The initial source of information used for determining support requirements is the Enrolment Form. If you indicate on your Enrolment Form that you have a possible Student Support requirement, RTO's staff will contact you to discuss it further.

Student whose first language is not English will be asked provide evidence that they have adequate level of English as per the entry requirement at the time of application. Student who don't have adequate evidence will be asked to complete an English placement test. Student who are with lower level of English than required will be asked complete an English course before commencing the course.

Student will also be asked provide evidence to meet the literacy and numeracy requirement as per the entry requirement. Students who is not be able to provide evidence will be asked to complete LLN test by the institute. Student who are identified of possible Student Support requirement, will be contacted by the RTO Manager to discuss it further.

The RTO Manager will further discuss the needs with the student to identify how the RTO can support the student. An individual support plan may be developed to assist the student through the course. Or, the student may be referred to an external service for support before enrolment – this might be to English language courses, lower level or more suitable qualifications delivered by the RTO or other providers.

A student may not be offered a place for enrolment if the RTO is not able to support the student in the course.

3. Assessing the support throughout the training

The RTO is aware that some student may exhibit learning difficulties or may have lower level of Language, literacy and numeracy skills, which were not accurately identified through their English Assessment result

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and course entry requirements or at the time of the pre-training review conducted prior to commencing the qualification.

RTO will provide access to additional academic and LLN support where these are identified and affect the students' ability to successfully progress in the course.

Trainers will identify and report to the VET Coordinator, if a learner is facing challenges such as the: completing projects and assessments, study skills, time management, research skills and ensure that academic support and where required counselling services are provided.

Student course progress will be carefully monitored in line with the pre-determined course progress requirements and encouraged to access additional support where students does not meet course progress requirements.

VET coordinator or his delegate meets with those students and negotiate an intervention strategy will may involve one or more of the following support services to attend where required

- Guide the students to enrol in an English course with another provider (eg: AMES Australia) for additional English language support
- One on one (or a small group) support with the trainer
- Provision of additional attempts to complete assessments
- Project and assessment skills workshops
- Extension of enrolment where students require additional time to complete the course (as part of intervention Strategy).

More over there is a range of support strategies is utilised based on best practice, grounded in educational and psychological theory. The focus is upon inclusive and supportive classroom teaching, teacher professional development and individualised support.

Support strategies available to learners include, but are not limited to:

- the use of inclusive teaching practices
- acknowledgment of a range of learning styles
- adapting teaching strategies to reflect the needs of learners
- using a variety of modified teaching and learning strategies
- regularly revising delivery content
- setting effective classroom management techniques
- using partnering or "buddy" techniques
- EAL support
- assistance in the development of note-taking and assignment writing skills
- allowing additional time to complete tasks

4. Follow Up Support

The student is invited to give feedback on the quality of services provided and raise any concern that might affect them meeting their needs.

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This is by way of informal feedback (e.g. face to face discussion with trainer), or formal feedback by way of a Student Questionnaire and the Quality Indicators Learners Questionnaire.

The output of this process is used to either directly address a concern for an individual student and also to feed into the RTO’s Continuous Improvement process for systemic issues to be addressed and improved.

5. External Referrals

To ensure that we provide the highest level of support, the RTO will refer students to external companies as referral. Some of these support services may attract additional fees. If this is the case, you will be notified of the services to be offered and the fees which you will incur prior to the services being commenced. Example of external companies for referral

Organisation	Organisation
Study Melbourne Student Centre	VicDeaf
Vision Australia	BrainLink
Learning Difficulties Australia	Scope
Disability Intake and Response Service	Yooralla Community Learning and Living Centre
Centre for Developmental Disability Health Victoria	AREFEMI (Association of Relatives and Friends of the Emotionally and Mentally Ill)
SANE Helpline	Mental Health Foundation Australia (Victoria)

6. Reasonable Adjustments

Reasonable adjustment will be provided for students with a disability or learning difficulty according to the nature of the disability or difficulty. Reasonable adjustments are made to ensure that the student is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support and alternative methods of assessment such as oral assessment.

In assessing the competence of individuals, assessors must provide for reasonable adjustments to ensure the assessment principles of fairness and flexibility are addressed. However, assessors must be confident that reasonable adjustments do not compromise the outcomes of the unit and the integrity of the qualifications and Statements of Attainment issued as certification of achievement.

Where a candidate requires reasonable adjustments, assessors must decide what types of adjustments are needed and then make a judgment about whether these are ‘reasonable’ given the unit content requirements and specifications. The test of reasonableness is subjective but must be guided by the principles of assessment and the balance between them, as well as the rules of evidence.

Reasonable adjustments may take the form of additional support during the assessment process for example in the provision of particular equipment or software, or changes to the physical environment, or provision of support persons for physical disability or additional time. An individual’s access to the assessment process

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should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

Where reasonable adjustments have been applied, assessors should ensure the type of adjustments is recorded to guide any further assessments of the candidate and for validation purposes.

Supporting Documents

Student Support Interview Form

Roles and Responsibilities

RTO Manager is responsible.

Appendix - Essential Contact Details

Category	Contact	Telephone	Websites
Emergency	Police	000	www.police.vic.gov.au
	Ambulance	000	www.ambulance.vic.gov.au
	Fire	000	www.mfb.org.au
	Missing Persons –Australian Federal Police	000 (<i>Ask for Police</i>)	www.afp.gov.au/national/missing
	National Security Hotline	1800 123 400	www.nationalsecurity.gov.au
	Victorian State Emergency Service	132 500	www.ses.vic.gov.au
	Telstra Call Tracing Services	1800 805 996	www.telstra.com.au
	Domestic Violence	000	www.dvvic.org.au www.dvrcv.org.au
	CASA (Victorian Centres Against Sexual Assault)	(03)9635 3600	http://www.casa.org.au/
Alcohol	Alcoholic Anonymous Australia	1300 222 222	www.aa.org.au
Anxiety	Reconnexion	03 9886 9400 1300 273 266	www.reconnexion.org.au
	Beyond Blue	1300 224 636	www.beyondblue.org.au
	Depression	(03) 9855 0220	www.depression.com.au
Essential Services	Victorian Poisons Information Centre	13 11 26	http://www.austin.org.au/poison
	Gas and Electrical Emergency	000	www.ogs.vic.gov.au
	Water and Sewer Emergencies	13 2762	www.yvw.com.au
Injury at Work	WorkSafe (222 Exhibition Street Melbourne CBD)	(03) 9641 1444 1800 136 089	www.worksafe.vic.gov.au

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Legal Advice	Victoria Legal Aid (350 Queen Street, Melbourne CBD)	(03) 9269 0234	www.legalaid.vic.gov.au
Gambling Problems	Gambler's Help	1800 858 858	www.gamblershelp.com.au
Consumer Affairs	Contract Dispute Consumer Affairs	1300 81 81	https://www.consumer.vic.gov.au
Counselling Services	Lifeline	13 11 14	www.lifeline.org.au
	MensLine Australia	1300 78 99 78	www.menslineaus.org.au
	National Association for Loss and Grief (182 Victoria Pde, East Melbourne)	(03) 9650 3000	www.nalagvic.org.au
	Suicide Helpline Victoria	1300 651 251	www.suicidehelpline.org.au
Discrimination	Victorian Equal Opportunity and Human Rights Commission	1300 891 848	www.humanrightscommission.vic.gov.au

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