

Student Support Policy

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Student Support Policy and Outcome Standards

Policy Content	Quality Area 2: VET Student Support	Performance Indicators
Program Suitability	Information: Standard 2.2	The RTO demonstrates: (a) a system for reviewing the skills and competencies of VET students prior to enrolment, including their language, literacy and numeracy proficiency and digital literacy, as appropriate to the training product (b) it provides advice, based on the review, to VET students about the suitability of the training product for them.
Training Support	Information: Standard 2.3	The RTO demonstrates: (a) how it determines the training support services to be provided to each VET student and makes these available (b) VET students have reasonable access to trainers and assessors and other staff (c) VET students are informed about how and when they can access trainers and assessors and other staff VET students receive timely responses to queries.
Support for Students with a Disability		
Diversity and Inclusion		
Student Wellbeing		
	Information: Standard 2.4	The RTO demonstrates: (a) VET students are supported to disclose their disability if they wish (b) reasonable adjustments are made where appropriate (c) where reasonable adjustments are not possible, the reasons why have been communicated to the VET student.
	Information: Standard 2.5	The RTO demonstrates: (a) it fosters a safe and inclusive learning environment for VET students (b) it fosters a culturally safe learning environment for First Nations people.
	Information: Standard 2.6	The RTO demonstrates: (a) it identifies the wellbeing needs of the VET student cohort, as relevant to the training content, and appropriate wellbeing support services (b) it advises VET students of the actions they can take, the staff they may contact and the wellbeing support services that are available.

Program Suitability

Achievers College understands that students must be advised prior to enrolment regarding the suitability of the training program in relation to their skills and competencies, learning needs and circumstances and that there must be systems in place to review the level of their proficiency, including language, literacy, numeracy and digital skills, in relation to the training product.

Procedures

- In addition to the information provided in the pre-enrolment information as outlined in the Student Information Policy, we will give accurate information regarding the foundation skills and competencies needed to successfully complete the training program.
- Pre- enrolment and course information is provided in an accessible format including clear information regarding any inherent requirements such as LLND or physical attributes needed to complete the course e.g. manual handling or lifting.
- Prior to enrolment in our short courses and any fees being paid, we ask all prospective students to:
 - undertake a Language Literacy and Numeracy assessment. We use Insert details of the LLND assessment.
- As part of our enrolment process, we ask students to declare any specific learning or other needs that may affect their participation in the training program.
- The Manager will be notified of any students who do not meet the required standard of the LLND assessment. Prior to completing the enrolment, they will inform the student of the reasonable adjustments that can be provided to assist them to complete the course. Any agreed reasonable adjustments will be noted on the student file.
- In a situation where a prospective student has training or other support needs outside of our ability to reasonably meet them, we will inform them accordingly and suggest suitable external services that may benefit them prior to reapplying for enrolment.

Monitoring

Success of the support provided will be ascertained by satisfactory completion of the short course and from formal and informal student feedback (as per the Training and Assessment Policy).

Any identified improvements to student support will be discussed at *Management/Staff meetings* and outcomes will be recorded in relevant Training and Assessment Strategies and in the Continuous Improvement Register

Records

- Enrolment Forms
- LLND Assessments
- Course Evaluation/ Quality Indicator Reports
- Assessment Records
- Student File
- Minutes of Meetings
- Continuous Improvement Register
- Training and Assessment Strategies

Training Support

We understand the importance of providing individual support and access to trainers and assessors and other staff to facilitate students successfully completing their training programs. To this end, we provide the following support services:

- one-to-one time with trainers and assessors
- assigning a staff member to ensure timely responses to queries
- adjustments to the training and assessment schedule to allow for more time for assessments
- language, literacy, numeracy and digital (LLND) support

Procedures

- We provide information in our course information regarding when and how students can access trainers and assessors outside of programmed training sessions.
- We provide contact details of trainers and assessors at the commencement of the training program.
- We provide information regarding support staff in *our* Student Handbooks/Student Information pages.
- Staff and trainers and assessors are expected to answer queries within 24hours of receipt during normal working hours (Monday- Friday 9am – 5.30pm).
- Training support services for individual students are ascertained, and reasonable adjustments made and note outlined in the program suitability section above.
- Trainers and assessors will be informed of the support needs of any individual students.

Monitoring

- The success of the training support provided will be established by review of methods of reasonable adjustment, monitoring student outcomes and completions and by trainer, assessor and student feedback.
- Any complaints and appeals will be reviewed.
- Any identified improvements to training support will be discussed at Management/Staff/Trainer meetings and outcomes will be recorded in relevant Training and Assessment Strategies and in the Continuous Improvement Register

Records

- Assessment Records - Reasonable Adjustment
- Student Support Plans

Support for Students with a Disability

Our commitment to an inclusive and engaging training environment is outlined in the Training and Assessment Policy. As part of this culture, we are committed to providing support to students with a disability to enable them to participate fully and succeed. We encourage students to make known any disability that may impact on their training prior to enrolment; however, we understand that it is an individual choice to do so and have developed support strategies for different intervention points.

We also understand that students with a disability have diverse and variable needs and that students with the same disability diagnosis may require different support. To this end, we will put in practice what is reasonably possible to support individual students.

Procedures

To ensure inclusion and participation of students with a disability within our short courses, we aim to embed the approaches listed below into our design and delivery:

- Pre- enrolment and course information is provided in an accessible format including clear information regarding any inherent requirements such as LLN or physical attributes needed to complete the course e.g. manual handling or lifting.
- We provide support where required to complete the enrolment process.
- Opportunities to declare support needs are clearly available on the enrolment form and students are informed that any information supplied is private and confidential and used only to provide support and make reasonable adjustments.
- Where students identify support needs relating to a disability at enrolment, we will discuss strategies to meet these needs and identify reasonable adjustments that can be made.
- Where any needs become apparent during the program and the student indicates that support is desirable, we will apply reasonable adjustments in discussion with the student.
- If after discussion, we do not believe we can provide sufficient support to facilitate successful completion, we will inform the prospective student and suggest referrals to external agencies as described in sections above.
- Support for students with a disability may include reasonable adjustments such as:
 - allowing flexibility in the course delivery, activities and length of delivery
 - providing additional training and assessment and/or LLND support
 - customising resources, activities or presentation mediums
 - substituting activities where a student cannot participate.
- All adjustments are negotiated with the student but must be within the context of the training product and maintain the validity of the completion outcome i.e. skills must be transferable to the workplace.
- In agreement with the student, any adjustments may also be developed in consultation with family, partners, support workers and other care providers.

Monitoring

Success of the support provided will be ascertained by:

- Analysing informal and formal feedback, relevant complaints and/or appeals, assessment results and outcome rates.
- Any complaints and appeals will be reviewed.

- Any identified improvements to support for students with disabilities will be discussed at Management/Staff/Trainer meetings and outcomes will be recorded in relevant Training and Assessment Strategies and in the Continuous Improvement Register

Records

- Enrolment Forms
- Student Assessment Records
- Student Satisfaction Surveys
- Minutes of Meetings
- Continuous Improvement Register

Diversity and Inclusion

In accordance with Australian EEO and Discrimination Legislation and the Standards for RTOs, Achievers College is committed to a learning and working environment that supports the diversity of students and staff and is free from discrimination and harassment. To this end, we ensure that employment conditions, course entry requirements, assessments and learning content do not limit access based on age, race, religion, socio-economic status, gender, colour, gender identity, physical or mental disability, marital status, family or carer responsibilities, pregnancy, political opinion, national extraction, sexual orientation or social origin.

We also understand the need to create a culturally safe and inclusive working and learning environment for First Nations people. And by cultural safety we mean actively creating a safe environment where people are respected and feel comfortable being themselves without challenge or denial of identity and experience.

All staff, trainers and assessors, third parties and contractors will be made aware of their responsibilities regarding creating a welcoming and safe learning environment for all students.

Procedures

We ensure that we respect the principles of inclusion and diversity across all our services by implementing the procedures listed below.

- On commencement or induction, staff, trainers and assessors, third parties and contractors will be informed of their responsibility to:
 - follow the standards of behaviour outlined in this policy
 - offer support to people who experience discrimination, bullying or harassment including providing information about how to make a complaint
 - avoid gossip and respect the confidentiality of complaint resolution procedures
 - treat everyone with dignity, courtesy and respect.
 - The Inclusion and Diversity (this) Policy is included in Staff and Student Handbooks /Information pages.
- We will monitor inclusion practices in the workplace and will provide relevant professional development opportunities as required to make sure all staff have the relevant knowledge and skills regarding:
 - avoiding discrimination or harassment in any aspect of their work,
 - adhering to the organisation's complaints and appeals procedure.
- We will embrace cultural diversity by:
 - providing professional development in cross-cultural awareness.
 - encouraging the sharing of cross-cultural experiences.
- Course entry requirements are included in pre-enrolment information.
- Any specific individual needs are identified through the enrolment process and special arrangements made wherever practicable.
- Reasonable adjustments are made to training and assessment where required and as practicable.

- Training and Assessment Strategies are developed to meet the identified needs of student groups and individuals.
- The professional development needs of staff are monitored to ensure knowledge and skills regarding inclusion are relevant and current.
- Any complaints relating to inclusion, discrimination or harassment issues are immediately dealt with in the manner outlined in the Complaints and Appeals Policy.
- Staff and students who raise an issue or make a complaint are not victimised.
- Students are made aware of any additional support services that may facilitate their satisfactory completion of the training and assessment.
- Students are made aware of their Rights and Responsibilities by including them in the Student Handbook/Student Information Pages.

We will also embrace cultural identity in our learning environment by:

- Respecting cultural and religious events in our course planning and timetabling.
- Encouraging trainers, assessors and students to share their cultures and experiences.

Monitoring

We will monitor student inclusion through:

- Formal (course evaluations and student satisfaction surveys) and informal student feedback and through
- Discussion at Management/Staff/ Trainer meetings.
- Discussion with trainers and assessors regarding the student's engagement in their studies
- Analysis of course completion outcomes and records of complaints and appeals and their outcomes.

Any identified improvements will be documented in our Continuous Improvement Register.

Records

- Complaints Register
- Course evaluations and student satisfaction surveys
- Minutes of meetings
- Continuous Improvement Register

First Nation Students

We aim to increase participation, successful outcomes and encourage self-determination for First Nation People by designing training programs that directly reflect current cultural and training needs.

Procedures

To ensure inclusion and participation of First Nation students, we aim to embed the approaches listed below into our design and delivery:

- Ensuring feedback from First Nation representatives and students into the design of our Training and Assessment Strategies – where applicable.
- Ensuring formal and informal student feedback is sought.
- Being aware that traditional styles of training and education may not have been previously successful or relevant and seeking culturally relevant models of delivery.
- Building the cultural competency of staff through professional development that aims to develop and address unconscious bias and racist preconceptions.
- Providing professional development opportunities for staff focusing on identifying cultural needs and methods of delivery that meet these needs.
- Acknowledging and accepting attendance requirements at community events such as funerals reallowing for rebooking on a different date.

Monitoring

We will measure our success in increasing participation of First Nation's people and meeting cultural needs through the following mechanisms:

- Analysing informal (gained through conversations and discussions) and formal (questionnaires/evaluations) feedback on a regular basis.
- Seeking community feedback
- Analysing assessment results
- Analysing enrolment data
- Analysing completion rates
- Including participation of First Nation People as a Standing Agenda Item at Management/Staff/Trainer meetings.

Any identified improvements will be documented in our Continuous Improvement Register.

Records

- Complaints Register
- Course evaluations and student satisfaction surveys
- Minutes of meetings
- Continuous Improvement Register

Student Wellbeing

We recognise that various wellbeing factors can impact a student's ability to complete a training program. However, due to the nature of our short course delivery, our capacity to provide extensive support for physical, mental, emotional, or financial issues is limited. Additionally, we understand that students may choose not to disclose wellbeing concerns during their limited engagement with us. Nonetheless, if such issues are identified before, during enrolment, or throughout course delivery, we will take measures to ensure that students receive reasonable support to complete the program.

Support may include:

- one-to-one time with trainers and assessors (after class hours support)
- assigning a staff member to mentor the student
- language, literacy and numeracy (LLN) support.

Procedures

- Specific engagement strategies as identified in the Training and Assessment Policy will be included in Training and Assessment Strategies for any student cohort whose wellbeing we believe may impact their ability to engage fully in training and assessment delivery.
- Trainers and Assessors and support staff will be reminded regarding our diversity and inclusion practices and those specifically relevant for the student cohort.
- Information regarding support services we can provide will be available on our website and in our course information.
- Information regarding external support services will also be available on our website and in our course information.
- Every effort will be made to establish individual wellbeing support needs prior to enrolment following the procedures outlined in the Program Suitability Section above.
- We will apply reasonable adjustment when a need is identified.
- Reasonable adjustment may include:
 - one-to-one time with trainers and assessors (after class hours support)
 - language, literacy numeracy and digital (LLND) support.

Monitoring

- Success of the support provided to individual students will be ascertained by analysis of outcomes and feedback from trainers and assessors and from formal and informal student feedback (as per the Training and Assessment Policy).
- Any identified improvements to student support will be discussed at Management/Staff meetings and outcomes will be recorded in relevant Training and Assessment Strategies and in the Continuous Improvement Register

Records

- Enrolment Forms
- Student Records
- Assessment Records
- Course Evaluation/ Quality Indicator Reports
- Minutes of Meetings
- Continuous Improvement Register
- Training and Assessment Strategies

Student Support -Related Policies

- Privacy Policy
- Training and Assessment Policy
- Complaints and Appeals Policy

Student Support -References

- [Outcomes Standards Quality Area 2](#)
- [Australian Human Rights Commission: A Quick Guide to Australian Discrimination Laws](#)
- [Guidelines for Inclusive Enrolment Practices in Vocational Education and Training](#)
- [Australian Human Rights Commission Legislation Relating to Discrimination](#)
- [Disability Standards for Education 2005](#)