

Policy Overview:

The Instruction Company (TIC) will ensure that it has sufficient educational and support services to meet the needs of the learner cohort/s undertaking training and assessment. TIC 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, TIC will ensure that students receive support that is responsive, adequate and appropriate to the individual needs of students.

Staff Responsible:

This applies to all:

- Managers
- National RTO Quality and Compliance Manager (NRQCM)
- Compliance & Quality Department (CQD)
- Trainers and Assessors
- Training Coordinators and Office Administration

Compliance Standards:

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

Related Policies/Templates/Documents:

- D-001.6 Student Information Guide
- D-406.6 Student Support Handout
- F-013.6 Student Support Form
- F-014.6 Student Support Progress Report
- P-001.6 Enrolment Policy and Procedure
- P-018.6 Reasonable Adjustment Policy & Procedure

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 TIC 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

TIC 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. TIC 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, TIC will make reasonable adjustments and implement support strategies to allow student to fully participate in training programs.

(Also refer to P-018 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.

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-406.6 Student Support Handout**. Further information regarding both internal and external student support services can also be found in the **D-001.6 Student Information Guide** and requests can be submitted using **F-013.6 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 a TIC staff member has identified a student who requires intensive support needs, they will need to be documented using **F-013.6 Student Support Form**.

As part of the application process, student's will be required to participate in an Language Literacy and Numeracy (LLN) assessment to determine whether they meet the ACSF level of the qualification. The LLN is conducted at the time of enrolment. Where students do not meet the minimum 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**.

Where the student identifies as having a disability the trainer will work with the student to assist them to be able to complete the course – trainer will note on the enrolment form/assessment the processes implemented where necessary.

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-013.6 Student Support Form** should be used for this purpose, with entries made in the Student Management System (SMS) by Administration on behalf of trainers and assessors, documenting the details recorded in the **F-013.6 Student Support Form**. The Managers and Compliance Team are responsible for monitoring the effectiveness of student support measures implemented by regular systematic monitoring.

At all times TIC 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 TIC'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</p> <p>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"> • TIC website • Student Information Guide <p>1.1.2 TIC must monitor all communication channels to ensure information is current, consistent and accurate.</p>	Trainer/Assessors	Ongoing
<p>1.2 LLN assessment</p> <p>1.2.1 All students must complete the mandatory LLN assessment tool as part of the enrolment process. Refer to P-001.6 Enrolment Policy and Procedure.</p> <p>1.2.2 Where it is identified there are LLN issues for the particular qualification they are about to undertake, a discussion should occur between the trainer and assessor 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>	Trainer/Assessors	During enrolment
<p>1.3 Other methods used to identify that support may be required</p> <p>1.3.1 As well as the LLN 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</p>	All TIC Staff whom identify the need	When identified

<p>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 refer this to the operations manager to approach the student to discuss their concerns. Refer to the following procedure: 2 Determining Support Required Procedure.</p>		
<p>2 Determining Student Support Measures</p>		
<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>Trainer and Assessor Managers</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"> • Minor support is determined to be required – notes are made on the enrolment form and also the assessment to show support offered – students would be offered minor support where there needs can be met within the learning environment. • Where more substantiave assistance will be needed to support the student this is to be documented on the student support form. <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 	<p>Trainer and Assessor Managers</p>	<p>When identified</p>

<p>with the student in regards to any modifications if applicable, the staff member should upload the F-013.6 Student Support Form to aXcelerate and record an appropriate note. Refer to M-405.6 Recording Student Support on how this is completed</p>		
<p>3.3 Maintaining student engagement</p> <p>3.3.1 TIC staff must provide ongoing communication to the relevant student informing and consulting with them on the process and implementation of required support service(s) who have a Student Support Form in place.</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-405.6 Recording Student Support on how this is completed</p>	<p>All TIC 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 for those students on a Student Support Form:</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 TWO (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 compliance@ticrail.com.au email.</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>All TIC staff offering the identified support services</p> <p>Compliance</p>	<p>Ongoing</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>		
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Document Revision History

Version Number	Author	Date Published	Description
2.0	Aleena Velich	04/05/2017	Reviewed and revised policy including responsibilities for when: <ul style="list-style-type: none"> • Offering student support services; • Identifying support; • Reporting and recording requirements; • Continuous improvement; Developed procedures for: <ul style="list-style-type: none"> • Identifying support; • Actioning support internally and externally; • Implementing work based training support. Updated Policy and Procedure to new format. This policy now replaces P-038 Language, Literacy & Numeracy Policy
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	Specifying that Entry Assessments are not a Pass or Fail assessment, but a guide to the skill level of the applicant. Also tied in that the F-013 Student Support Form.pdf form must be completed when gaps identified.
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	30/01/2020	Policy reviewed and updated
3.2	Vicki Searl	09-05-2022	Policy reviewed and updated
3.3	Vicki Searl	23-03-2023	Policy reviewed and updated in line with provision of minor support to students
3.4	Vicki Searl	26-05-2023	Minor update to conducting of LLN

