



Student Support Policy and Procedure

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. RTO refers to Chelsea College in this document.

Scope

The policy applies to all RTO Staff and Students.

Objective

The policy is designed 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.

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.

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.



Student Support Policy and Procedure

2. Assessing the support at the time of Application

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

Students will be required to demonstrate the required ACSF level by completing an LLN test, for the chosen qualification, in order to meet the LLN requirements to enter into the course. Students who are identified of possible Student Support requirement, will be contacted by the RTO representative to discuss it further.

The RTO representative 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.

If a learner has been assessed as not suitable to commence in the course of study then the following educational and learning support services will be available to learners, but not limited to:

- pre-enrolment materials
- Bilingual staff support
- Ongoing study support
- language, literacy and numeracy (LLN) programs or referrals to these programs;
- flexible scheduling and delivery of training and assessment;
- information and communications technology (ICT) support;
- learning materials in alternative formats, for example, in large print;
- learning and assessment programs contextualised to the relevant industry; and
- any other services that Chelsea College considers necessary to support learners to achieve competency.
- Developing strategies to make support available where gaps are identified.
- Language, Literacy & Numeracy (LLN) support
- Use of trained support staff including specialists, note-takers and interpreters
- Individual tutoring
- Assistance with writing
- Reviewing drafts of student's work and providing written or verbal feedback
- adapting tasks to allow for more practice
- counselling services or referrals to these services
- any other services that the CHELSEA COLLEGE considers necessary to support learners to achieve competency.



Student Support Policy and Procedure

Reading Writing Hotline

The Reading Writing Hotline provides information on:

- Reading and writing classes for adults in your local area
- Distance learning if you are unable to attend classes
- How to become a literacy volunteer
- Commonwealth-funded English as a second language (ESL) programs for migrants
- Commonwealth-funded programs for Centrelink clients
- Literacy in the workplace programs

Helpline on 1300 6555 06 or visit the website <http://www.readingwritinghotline.edu.au/>.

Where social or personal circumstances may affect a participant's learning experience, we will support the participant where possible, including referral to other agencies.

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 LLN test 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 Training manager/compliance officer, 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.

Students, who are not able to absorb the training and complete the assessment as per the training plans will be encouraged to access additional support.

Training manager/compliance officer meets with those students and negotiate a plan/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



Student Support Policy and Procedure

- 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

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.

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.

Personal Support

There may be times when personal issues may affect a student’s ability to undertake the training. We encourage students to advise us if there are personal issues which will impact their attendance or progression through the course. We will ensure options are available to



Student Support Policy and Procedure

minimise the impact on your course progress and provide alternatives, dependant on the circumstances, e.g. deferring course for a period.

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

| Organisatio | Organisatio |
|--|---|
| 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) |
| AMES Australia for English language | EAL course providers. |

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



Student Support Policy and Procedure

disability or additional time. An individual's access to the assessment process 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.

Appendix - Essential Contact Details

| Category | Contact | Telephone | Website |
|---------------------------|---|--------------------------------|--|
| 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 (Ask for Police) | 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 |
| 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 |