

STUDENT SUPPORT POLICY AND ASSOCIATED PROCEDURES

PURPOSE OF THE POLICY

This policy and associated procedures outline Ausford College's approach to student support. This ensures that support is provided to students to assist them to complete their studies.

This policy and associated procedures meet the requirements of Standards 2.1, 2.3, 2.4, 2.5 and 2.6 of the Outcome Standards for RTOs, as well as Standard 6 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

POLICY STATEMENTS

STUDENT SUPPORT

Ausford College is committed to assisting students to complete their studies through the provision of academic and welfare support.

Student support needs may concern (but are not limited to):

- language, literacy and numeracy (LLN) issues
- disability
- digital literacy
- access
- their wellbeing
- cultural issues.

Support services provided by Ausford College can include:

- one-to-one support from the trainer/assessor
- support with personal issues, including wellbeing
- access to additional learning resources
- reasonable adjustment in training and assessment
- social events
- buddy program
- information about external sources of support.

Information about student support, including how and when students can access trainers and assessors and other support staff, is provided in a range of ways including through student handbooks, course entry interview process, orientation and ongoing updates.

Student support needs are considered during the course development process by assessing the needs of the proposed target group and ensuring that the proposed training and assessment approach takes these needs into account.

As part of the enrolment process, Ausford College requires students to participate in a course entry interview. The course entry interview identifies student suitability for the course, as well as their support needs. Where a student is already studying and requires support, an interview is set up to discuss support needs.

Where support needs are identified, a Student Support Plan is developed. The Student Support Plan is regularly reviewed and adjusted as required.

Ausford College makes reasonable adjustments for students with a disability as per Part 3 of the Disability Standards for Education 2005.

Ausford College ensures that sufficient support staff are in place to meet the needs of the enrolled students. Ausford College nominates specific personnel for student support, the details of whom are provided to students.

Where Ausford College is unable to provide the support service required by the student, Ausford College will refer the student to an external provider.

Ausford College surveys students about support services provided and uses the feedback to improve services provided.

PROCEDURES

1. ASSESS STUDENT SUPPORT NEEDS DURING THE COURSE DEVELOPMENT PROCESS

- 1.1 Consider support needs of the target group for the course during the course development process.
- 1.2 Review any feedback on support services that can inform support to be provided.
- 1.3 Document agreed support services for the course in the Training and Assessment Strategy and Course Brochure.
- 1.4 Check Student Handbook and Orientation PowerPoint and update as required with the identified student support services, including details of how to access for both internal and external services.
- 1.5 Ensure all staff have access to up-to-date details of student support services.

2. ASSESS STUDENT SUPPORT NEEDS

- 2.1 Conduct interview to identify and assess student support needs. This may be as part of the course entry interview process for new students or an interview specifically set up for students already studying to discuss their support needs.
- 2.2 Use the Student Support Plan to guide the interview. This should also include discussing available internal support services, as well as highlighting external services available. Use the external support referrals document to inform this discussion and provide this document to the student.
- 2.3 Use the Student Support Plan Form to document the student's needs and how these will be actioned.
- 2.4 Provide the completed Student Support Plan to the student within 2 working days of the Support Plan being completed. The Support Plan will also indicate where any support cannot be provided and why.

3. PROVIDE ORIENTATION

- 3.1 Organise the orientation for students prior to commencing their course or on the first day of their course.

3.2 Conduct the orientation using the Orientation PowerPoints.

3.3 Answer all student questions during the orientation.

4. MONITOR STUDENT SUPPORT NEEDS

4.1 Regularly review the Student Support Plan to ensure actions are being implemented as required. Update the plan with progress reports.

4.2 Adjust the Student Support Plan in consultation with the student as required.

4.3 At the conclusion of the student's course or when the Student Support Plan is complete, evaluate the effectiveness of the plan in consultation with the student.

4.4 Use the evaluation results to improve support services offered.

4.5 Regularly review external support services to check their details are the same as referred to in the Student Handbook and Orientation PowerPoint and to enter in any new services.

RESPONSIBILITIES

The RTO Manager is responsible for:

- considering student support needs during the course development process
- conducting course entry interview and identifying student needs
- developing and monitoring the Student Support Plan
- evaluating the effectiveness of student support provided
- providing orientations.

The Administration and Student Support Officer is responsible for:

- providing students with information about support services
- providing referrals to external services
- referring students to the RTO Manager.

The counsellor is responsible for providing academic and welfare support.

Trainers and assessors are responsible for notifying the RTO Manager of a student's support needs.