Student Support Policy and Procedure

Purpose

The purpose of this policy is to outline Australian Workplace Skills Institute's strategies in identifying the support needs of its individual students and to provide access to its educational and support services necessary to support them to achieve the expected learning outcomes.

The practices followed will be in compliance with Clause 1.7 of RTO Standards 2015.

Scope

This policy applies to all prospective and existing students of the college.

Definitions

College	Australian Workplace Skills Institute's
Educational and support services	Could include but not limited to the following: • Pre-enrolment materials • Study support and study skills programs • Language, literacy and numeracy programs or referral to these programs • Equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity • Learning resource centres • Mediation services or referral to these services • Information and communication (ICT) support • Learning materials in alternative formats such as in large print • Learning and assessment programs contextualised to the workplace • Any other services necessary to support students to achieve competency.
Support needs	Could include flexibility of training, using adaptive technology to assist learning, access to materials and equipment, disabilities, referral to support services such as Reading Writing Hotline, adjusting physical requirements etc.
LLN	Language, Literacy and Numeracy

Policy

The college will ensure that:

- It identifies and provides appropriate support services to its each student to maximise their learning outcomes. This is achieved by:

  - Establishing the needs of its students taking into account the course requirements, mode of delivery and characteristics of its targeted cohorts.

  - Implementing support services to address the identified needs

  - Monitoring the provision of support services regularly to gauge its effectiveness

- It provides a range of academic and non-academic support services to its students which includes:

  - Orientation program – this is mandatory for all overseas students; however, it is optional for domestic students. This program enables our students to familiarise themselves

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with the college's expectations, rules, facilities as well as social and cultural norms. As a minimum, the orientation program covers the following:

- Support services available to assist students to help them adjust their study and life in Australia

- English language and study assistance program

- Any relevant legal services

- Emergency and health services

- Facilities and resources

- Complaints and Appeals Policy and Procedure

- Requirements for course attendance and progress as required

- Support services available to students to assist them with general or personal circumstances that are adversely affecting their education in Australia.

- Services students can access for information on their employment rights and conditions, and how to resolve workplace issues such as through Fair Work Ombudsman

  o LLN support – in the event when a student requiring language, literacy and numeracy (LLN) support, they will be advised to participate in an LLN class. A referral to external agency will be made if required.

  o One on one support – provides students with additional guidance/instructions based on their individual needs. This is particularly valuable for students whose English is not their first language.

  o Catch-up classes – when students are required to repeat the failed unit(s) due to compassionate and/or compelling reasons, catch-up classes can be provided. This can result in extension of enrolment duration. For overseas students only, PRISMS will be updated for student course variation report.

  o Reassessment – students may be allowed to participate in a reassessment session subject to additional fee.

  o IT support – provides students assistance with basic technology requests such as Microsoft Word, Learning Management System (LMS) if applicable.

  o Learning resources centre – provides students with a range of recommended textbooks to further enhance their knowledge and skills

  o Welfare counselling – students whose academic performance is affected by personal circumstances; they could be referred to a counsellor.

  o Mediation services or referral to these services.

  o Accommodation – connecting students to a homestay provider with a wide range of budgets.

  o Airport pickup services – arranging an airport pickup support on a user-pays basis for its students.

- It assigns at least one staff member as the official point of contact for students, who has access to all up to date details of the college's support services.

- It has sufficient personnel to meet the needs of students enrolled in the college

- Its staff members who liaise directly with overseas students are aware of the college's obligations under the ESOS framework and its potential implications for overseas students

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arising from the exercise of these obligations.

Where additional support services required by students is beyond the capabilities of the college, students may be referred to external support services and referral to these services is free of charge. Please refer to **External Support Services Register** for more information.

Procedure

1. Student needs identification during course development	Responsible Person
1. Determine the following information when developing a Training and Assessment Strategy (TAS): • Its specific target cohorts and their characteristics such as experience, skills and knowledge, and if language is their first language. • Specific requirements of the training product such as LLN requirements, entry requirements, physical requirements etc. • Its mode/s of delivery which can affect on the required support services. e.g. IT support may be required when the course has an online component.	Q&C Team
2. Determine the support services based on the above information.	
3. Monitor the support services to gauge its perceived effectiveness through regular feedback. e.g. student and trainer feedback.	

2. Student needs identification prior to enrolment	Responsible Person
1. Require students to complete an enrolment form.	Admission Team
2. Review the completed enrolment form to identify any support needs. e.g. declaration of prior knowledge and skills, any disabilities (vision or hearing impairment), or the inability to complete the form correctly.	
3. Check the documentation and information to determine if all entry requirements are met.	
4. Conduct a pre-enrolment interview using **Pre-enrolment Interview Questions** documentation.	
5. Determine if the LLN Assessment is required to gauge the LLN levels.	
6. Determine if support services are required based on the information above.	
7. Complete a **Student Support Form** when needs are identified and informing relevant parties involved e.g. trainers/assessors and students	

3. Student needs identification throughout training and assessment	Responsible Person
1. Require trainer/assessor to monitor the progress of each student	

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2. Require all trainers and assessors to complete Trainer Assessor Report Form. Some observable signs of students needing additional support may include, but not limited to: • Avoiding tasks that require writing e.g. filling out logs, forms • Avoiding tasks that require reading e.g. finding locations on street dictionary • Getting other students to complete tasks requiring calculations • Impulsive behaviours • Difficult in grasping abstract ideas • Cannot read and/or write • Has difficulty in expressing thoughts	Trainer/Assessor & Q&C Team
3. Collect, discuss and analyse feedback collected during the Q&C Meeting.	
4. If any support needs are identified, document the support strategies in the **Student Support Form**	
6. Require trainer/assessor to monitor the effectiveness of support in place and adjust if required.	
7. Record any opportunity for improvement in Continuous Improvement Register.	
8 Action any opportunity for improvement.	

4. Intervention Strategy *(only applies to overseas students)*	**Responsible Person**
1. Activate intervention strategy for overseas students who are at risk of not meeting the course progress.	Trainer/Assessor & Q&C Team
2. Refer to **Course Progress Policy and Procedure** for the entire policy and procedures	

5. Client Feedback	**Responsible Person**
1. Distribute surveys twice per term, namely week 5 and week 10 including question relating to support needs.	Q&C Team
2. Collect, discuss and analyse the feedback in the Q&C Meeting	
3. Summarise feedback using Survey Outcomes Report	
4. Record any opportunity for improvement in Continuous Improvement Register	
5. Action any opportunity for improvement	

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6. Orientation Program	Responsible Person
1. Provide students with the details of orientation e.g. date of orientation, location.	Q&C Team
2. Contact students and if required, follow up with their agents for non-attendance.	
3. Schedule additional orientation date/s to cater to non-attendance	
4. Address and clarify any questions at the end of orientation	

7. Staff Training	Responsible Person
1. Schedule a bi-annual training on ESOS Framework & National Code 2018 to relevant staff.	Q&C Team
2. Conduct more frequent training when changes occur, and new staff members are recruited.	

8. Official Point of Contact	Responsible Person
1. Assign at least one staff member (or more) as the official point of contact for students.	Q&C Team
2. Provide the contact details of the relevant staff member/s to students via Student Handbook	
3. Update the Student Handbook if there is a change to contact details and notify students in writing within seven (7) working days.	
4. Ensure the appointed staff members have access to up to date support services including external support register.	

Related Documentation

- Pre-enrolment Interview Questions

- Student Support Form

- Trainer/Assessor Report Form

- Survey Outcomes Report

- External Support Services Register

Document Control

Policy Owner:	Australian Workplace Skills Institute
Endorsed By:	CEO
Person Responsible for Implementation:	Q&C Team
Date:	October 2022
Version:	1.0