Student Support Policy & Procedure

Purpose

The purpose of this policy is to:

- Outline the procedure to identify those students during pre-enrolment that may need support (LLN).
- Outline the support that students can access.
- Outline the procedure for reasonable adjustment.
- Outline the procedure to identify students who may be at risk of not completing their course.

Scope

This policy applies to the CEAV Institute (RTO 22523) including:

- Trainers and assessors
- RTO Admin staff
- Students

Definitions or Reference Documents

Support Services - Support services that can assist students with a disability to meet course requirements include:

- study support and study skills programs.
- language, literacy and numeracy (LLN) programs or referrals to these programs.
- provide resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity principles.
- use of trained support staff including specialist teachers.
- flexible scheduling and delivery of training and assessment, and the provision of learning materials in alternative formats.

Disability - Disability, in relation to a person, means:

- total or partial loss of the person's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- 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:
  - presently exists; or
  - previously existed but no longer exists; or
  - may exist in the future; or is imputed to a person.

Reasonable Adjustment - Reasonable adjustment is a legislative term that, for VET, refers to a measure or action taken by an education provider to enable learners with a disability to participate in education and training on the same basis as learners without a disability. All RTOs are obliged to provide reasonable adjustments to ensure maximum participation of learners with disability. Its purpose is to make it possible for learners with a disability to:

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- participate fully, with the same learning opportunities as learners without disability.
- have the same opportunity to perform and complete assessments as those without disability.

Reasonable adjustment in teaching, learning and assessment activity lessens the impact of an individual's disability on their capacity to learn.

The Reasonable Adjustment Form (in each assessment booklet) provides additional information on possible adjustments that can be made.

Student-centred approach - A learner-centred approach in VET focuses on individual learners and their needs, and therefore any decisions about reasonable adjustment should also focus on the individual learner. Primarily, adjustments need to be based on each learner's ability to participate and achieve outcomes.

At Risk – An 'At Risk' student is a student who for any reason is considered as not, or potentially not, meeting course progression requirements.

Course – Program of study for the attainment of a testamur or certificate

Course Progress/Progress – The measure of advancement through academic merit or skill-based competencies towards the completion of a course as per unit/module guidelines

Compassionate or compelling – Compassionate or compelling circumstances are generally those beyond the control of the student and they have an impact on the student's capacity and/or ability to progress through a course. These could include:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes.
- Mental health condition.
- Bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided).
- Major political upheaval or natural disaster in the home country requiring their emergency travel and this has impacted upon their studies.
- A traumatic experience which could include but is not limited to:
  - Involvement in or witnessing an accident of
  - A crime committed against the student or
  - The student has been a witness to a crime, and this has impacted the student (these cases should be supported by police or psychologists' reports).

Date of Result – The date on which the trainer/assessor provides the final results of a unit of competency to the Administration.

Inherent Requirements – fundamental requirements of a course or unit.

Intervention Management Tool – A method, tool or process that allows the following processes:

- Recording of submission of assessment tasks and the result awarded.
- Identifies if the student is above or below the designated 'At Risk' level.
- Recording of communication with students.

Intervention Strategy – Any documented action targeted at addressing the needs of an 'at risk' student.

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Language, Literacy, Numeracy Assessment (LLN) - The aim of an LLN assessment test is to confirm the language, literacy and numeracy skills of learners. The test helps to identify the learning needs of a student before they start training.

Pre-training review – A phone conversation between an RTO Staff member and the prospective student prior to enrolment and after the LLN is completed.

Satisfactory Progress – Successfully completing or demonstrating competency in the course requirements in each study area.

Term/Study Period – As outlined by the Delivery Schedule.

Student - Active student with a current course of enrolment with CEAV Institute.

Unsatisfactory Progress – Unsatisfactory progress is defined as not successfully completing or demonstrating competency in the course requirements in that study period.

Policy

CEAV Institute is committed to giving its students the best experience to achieve their goals and complete their training. CEAV Institute will provide students support to students who either self-identify that they need assistance or through monitoring of student engagement, offer support to those students who may require it.

CEAV Institute is committed to monitoring student engagement and identifying issues and concerns early, so they can be addressed.

Procedure

Support for students is available throughout their journey with CEAV Institute.

Enrolment
During enrolment, students complete a LLN assessment and a Pre-Training Career Conversation to determine their suitability for the course. During the Pre-Training Career Conversation students are provided an opportunity to self-identify any support needs they have.

- If a student is identified as requiring assistance with LLN, CEAV Institute will provide referral to relevant services for support for literacy and numeracy difficulties. E.g., Victorian Adult Literacy and Basic Education Council when required. Referral list available on request. Any additional cost incurred will be met by the student.
- For Students that require reasonable adjustment or support, CEAV Institute will complete a Student Support Plan outlining what support will be provided to the student. This plan will be monitored by CEAV Institute staff.

During Study
There are several ways in which CEAV Institute will support students during the study:

- CEAV Institute will provide a fully equipped, disability-accessible training room with internet access for all onsite training workshops.

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- Students have access to the extensive Course Reference Library and onsite laptop computer borrowing with internet access at CEAV Institute Level 3, 61 Civic Drive, Greensborough 3088, Monday to Friday from 10.00 am – 4.00 pm, excluding public holidays and Christmas shutdown period.
- CEAV Institute will ensure students have every reasonable opportunity to complete their training program. CEAV Institute is committed to supporting all students' learning and will make reasonable adjustments to training and assessments for students with identified special needs. Students need to contact the trainer/assessor to discuss their circumstances.

Reasonable Adjustment

CEAV Institute accommodates individual students' needs and will apply special consideration or reasonable adjustment.

Special consideration or reasonable adjustment in an assessment may include but are not limited to:

- Extra reading time
- Extra writing time
- A reader
- Extra practice time
- Adaptive technology equipment
- For paper-based assessment – questions on audio/video tape, CD, enlarged text or re-writes to provide reasonable adjustment to language.

Students seeking a reasonable adjustment in an assessment must discuss their requirements with their trainer prior to the start of the delivery of the unit of competency or at the earliest possible time once the class has commenced. Students may be required to provide documentation to support their request for reasonable adjustment.

Trainers and assessors are required to complete, sign and date Appendix B - Reasonable Adjustment Strategies Matrix in the student's assessment booklet in the case of a student being granted Reasonable Adjustment.

If a student is refused reasonable adjustment in an assessment an appeal may be lodged – refer to CEAV Institute's *Complaints and Appeals Policy and Procedure.*

All information and supporting statements provided as part of an application for reasonable adjustment in the assessment will remain confidential (in accordance with the Privacy Act 1988) and CEAV Institute's *Privacy and Confidentiality policy and procedure*.

Special Consideration

To request special consideration, students must discuss their requirements with their trainer/assessor and submit appropriate evidence of documentation. Grounds for special consideration in the assessment include but are not limited to:

- Illness/medical condition
- Mental Health Condition
- English language limitation

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- Compassionate
- Religious Observance
- Community Service e.g., Jury Duty

Students will be advised of the outcome of their request for special consideration in writing.

Trainers and assessors are required to complete, sign and date the Reasonable Adjustment Strategies Matrix in the student's assessment booklet in the case of a student being granted Reasonable Adjustment.

Should a student appeal the decision, the RTO Manager - Head of Teaching and Learning, will reassess the request for reasonable adjustment/special consideration and make a decision. If the student deems the outcome to be unfair, they can appeal to a relevant independent body such as ASQA. Refer to CEAV Institute's *Complaints and Appeals Policy and Procedure.*

Procedure for identifying students at Risk

Primary Process

- Students are given the opportunity to disclose if they are aware of any barriers to their learning at the time of enrolment. Students are also informed that reasonable adjustments to teaching and assessment strategies can be negotiated if required. Any adjustments to the assessment will be recorded in VETtrak and the trainer notified of the changes.
- Communication Logs are available to trainers in the shared drive. These are to be completed if the Trainer has a concern about a student's ability to complete the course. Concerns may include attendance, non-completion of assessments, and the need for adjustments or extra support.
- Communication Logs are forwarded to and followed up by the RTO Manager – Head of Teaching and Learning. The RTO Manager – Head of Teaching and Learning will contact the student and discuss the Trainer's concerns. A meeting with the student, trainer, and RTO Manager – Head of Teaching and Learning may be required in some circumstances to determine a plan of action.
- Actions taken or agreements made are noted on the Communication log.
- Completed Communication Logs are kept in the student's file for further reference.

Secondary Process

- Trainers upload all student attendance into the Student Management System (SMS) on a regular basis (minimum monthly).
- Trainers will note any students who have 2 or more consecutive absences and notify the RTO Manager for follow-up.
- Students with "At Risk" status may not be allowed to undertake new units of competency until the course progress matter is resolved or addressed through appropriate procedures.
- Students identified as "At risk" of not meeting the course progress requirements will be notified in writing (email, SMS, letter) to meet with the Trainer/Assessor and or RTO Manager – Head of Teaching and Learning to discuss their progress.

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Meeting the requirements of the VET Quality Framework

- Standards for RTO's 2015:
  Standard 1, Clauses 1.2, 1.3(b), 1.7
  Standard 5, Clauses 5.1, 5.4
  Standard 6, Clauses 6.1-6.6

- Skills First Contract:
  Schedule 1 Clause 4 Pre-Training Review and Enrolment Requirements – Clauses 4.1 – 4.7

Related Documents

- Assessment Booklets
- Complaints and Appeals Policy and Procedure
- Enrolment Policy & Procedure
- Monitoring Student Progress Policy & Procedure
- Privacy and Confidentiality Policy and Procedure
- Pre-Training Review Career Conversation
- Pre-Training Review Policy and Procedure
- Student At Risk Conversation Form
- Student Handbook

Document Version Details

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Legislation	Relevant Websites
Commonwealth	
National Vocational Education and Training Regulator Act 2011, including the July 2020 amendments	https://www.legislation.gov.au/Details/C2020C00250
Disability Discrimination Act 1992	https://www.legislation.gov.au/Details/C2016C00763
Charter of Human Rights and Responsibilities	https://www.legislation.vic.gov.au/in-force/acts/charter-human-rights-and-responsibilities-act-2006/014