



Training Aid

Australia Pty Ltd

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Student Support Policy and Procedures

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Student Support Policy and Procedures

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1. Purpose

The objective of this policy is to ensure that all students have relevant support before, during and after training with Training Aid Australia.

Training Aid Australia is committed to providing continuous support to all its students so that they can adjust to study and life, to achieve their learning goals and to achieve satisfactory academic progress towards meeting the learning outcomes of the course. For this purpose, Training Aid Australia determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses and identify barriers that may prevent successful completion.

2. Scope

This policy and procedure apply to all students enrolled in a course with Training Aid Australia. It also applies to all academic and student services staff.

All staff are made aware of the requirements of this policy through regular meetings, staff updates and continuous improvement practices. Students are made aware of this policy through Student Handbook, student services on the website, during the enrolment processes and throughout the course.

3. Responsibility

The Director in assistance with the Compliance Manager is responsible for the implementation of this policy and procedure and for ensuring that staff and students are aware of its requirements. Trainers are responsible for determining client's training and assessment needs prior to training delivery and reviewing whether client needs are being met throughout the training and assessment process.

4. Definitions

AQF - Australian Qualifications Framework specifies the standards for educational qualifications. The Framework is structured around levels of descriptive criteria, with formal qualifications aligned to the appropriate levels.

ACSF - is the Australian Core Skills Framework is a tool used to assess and benchmark an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.

Course - means a course of vocational education and training. In this policy it refers to the specific course a student is enrolled in.

LLN - is Language, Literature and Numeracy.

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VET- Vocational Education and Training is designed to deliver workplace-specific skills and knowledge and covers a wide range of careers and industries.

5. Policy

- 5.1 Students are required to undertake an ACSF assessment task. This task is completed prior to or on commencement of a learning program or course.
- 5.2 Students identified as not meeting the appropriate level of language, literature and/or numeracy will be required to undertake further skill development in the identified area/s regardless of third-party documentation previously provided as evidence of having met the course pre-requisite requirements.
- 5.3 Students identified will be supported with agreed upon appropriate strategies accommodate their learning style and/or abilities.
- 5.4 Where necessary, students deemed as requiring additional support may be recommended to defer or reschedule their Training Aid Australia program to undertake Language, Literature and/or Numeracy (LLN) studies and/or English language support.
- 5.5 Training Aid Australia provides on-going support in study skills and recommends general participation in academic course/program activities and classes as this is essential to student success.

6. Procedure

6.1 Nominated Student Support Officers

Whilst all staff employed at Training Aid Australia has the shared responsibility of providing support to all students, Training Aid Australia has nominated 'Student Support Officers' who are primarily the first point of contact. These offices are responsible for establishing the needs of students, arranging relevant services in order to assist with student issues and are available during Training Aid Australia standard operation hours.

Students can contact the student support officers directly or via student administrations/ reception and an appointment will be organised as soon as practical. Currently the role and responsibility of the 'Student Support Officers' are maintained by following:

Student Support Officers:

- Jade Tel: 1300 663 350 Email: melbourne@trainingaid.edu.au
- Sarah Tel: 1300 663 350 Email: melbourne@trainingaid.edu.au

The following support services are available and accessible for all students studying at Training Aid Australia. When a student contacts any member of student support team, initial consultation is made to explore the issue. Then based on the nature of issue, student support team organise referral to relevant professional services.

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Note: All referrals organised by Training Aid Australia are at no cost to the student. However, student may be charged a service fee by the external service provider. This amount is payable by student directly to the service provider.

6.2 Principles of access and equity

Training Aid Australia is committed to providing and promoting non-discriminatory, inclusive practices and processes to provide equal opportunities for all students to achieve their learning outcomes and strives to ensure that its decision-making processes reflect a commitment to access and equity and treats all students or prospective students fairly.

Access and Equity means ensuring that people with differing needs and abilities have the same opportunities to successfully gain skills, knowledge and experience through education and training irrespective of their age, disability, colour, race, gender, religion, sexuality, family responsibilities, or location.

Training Aid Australia uses the same recruitment and enrolment processes for all applicants have been designed to be free from discrimination. Students who advise of their disability and/or learning difficulty after the enrolment will be issued a revised Offer of Enrolment and Enrolment Acceptance Agreement to accommodate any areas of reasonable adjustment that have been agreed to for the student.

If a student with disability and/or learning difficulty cannot cope even after agreed reasonable adjustment, an alternative course will be offered. Training Aid Australia training and assessment resources are designed to be flexible and to be able to make reasonable adjustments if required.

Training Aid Australia will ensure that language, literacy and numeracy requirements are consistent with the vocational level of the qualification being considered or offered.

Training Aid Australia provides support services for students with a recognised disability and/or learning difficulty including:

- learning support;
- alternative assessment methods;
- extra time to complete a course or assessment;
- learning support for basic literacy or numeracy difficulties

People from all social and cultural backgrounds will be equally treated and due respect will be given to people from culturally and Linguistically Diverse background, people with disability and mature age students.

The Campus Manager/Director is responsible for ensuring campus buildings, rooms, toilets and resources comply with relevant building requirements including access for people with disabilities. All staff are required to assist anyone

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needing help to access training materials, files, equipment, or other items that may be inaccessible to students.

Students undertaking training online and on-campus students will have equal access to training and assessment materials and support services. Online materials can be available in print for students who do not have online access. Training Aid Australia does not provide any distance or online learning to international students.

Individuals who consider they have been treated unfairly are encouraged to use Training Aid Australia Complaints and Appeals Policy and Procedure. Training Aid Australia supports the rights of students with a disability to training and assessment and will protect them wherever possible from discrimination, harassment or victimisation on the basis of their disability.

6.3 Reasonable adjustment

Reasonable adjustment will be provided for student with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need. Students may negotiate to customise assessment tasks to meet their individual needs in relation to workplace setting, interests, learning style, literacy, disability or cultural background.

Reasonable adjustments are made to ensure that the participant 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.

A student seeking a reasonable adjustment in an assessment must discuss their requirements with the trainer/assessor prior to the start of the component of study or at the earliest possible time once the class has commenced. Students may be requested to provide documentation to support their request for reasonable adjustment.

If reasonable adjustment to an assessment task is made, a record of the reasonable adjustment will be documented, and a copy kept in the student file. The original integrity of the assessment must be maintained.

6.4 Academic issues

Where a student needs assistance with academic issues or where a student is identified to be at risk of not complete the course within the expected duration, student support officer will organise a meeting with the student in presence of campus manager.

During this meeting an academic plan will be worked out to provide extra support to the student so that he/she can complete the course within the expected duration of the course.

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If as a result of the meeting, there are any variations indicated in student enrolment or study load, appropriate notes will be recorded in student files.

All students regardless of their academic progress are able to gain advice and support at any time from the student support team in order to maintain satisfactory academic levels at all times.

6.5 Personal / Social issues

There are many issues that may affect students' social or personal lives. Students have access to the student support officers through normal business hours to gain advice and guidance on personal issues, or family / friend issues. Where the Student Support Officer feels further support should be gained, a referral to an appropriate support service will be organised at no cost to the student.

7. Associated Documents

- Language, Literacy and Numeracy Policy and Procedure
- Complaints and Appeals Policy and Procedure
- Complaints and Appeals Flow Chart
- Complaints and Assessment Appeals Form

Revision History

Creation/ Revision Date	Comment	Created/ Revised by
8/2/16	Policy revised	Compliance Officer Warwick Smith
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4/9/18	Policy revised	Compliance Officer Warwick Smith
30/11/19	Policy revised	Compliance consultant Simon Judge
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15/02/21	Passage reworded for clarity	Compliance Manager Simon Judge
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