

# STUDENT SUPPORT POLICY AND PROCEDURES

## PURPOSE OF THE POLICY

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

This policy and procedures meet the requirements of Standards 2.1, 2.3, 2.4, 2.5 and 2.6 of the Outcome Standards for RTOs 2025, 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

Australian Federation 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
- Cultural issues

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, Australian Federation 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 on commencement of the student in the course and in collaboration with the student. The **Student Support Plan** is regularly reviewed and adjusted as required.

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

A culturally appropriate orientation is provided to students to assist them to adjust to study and life in Australia.

Students are provided with information about the support services available in the **International Student Handbook** and as part of their orientation.

Ongoing support services is afforded to students to ensure their course progress and wellbeing. Support services provided by Australian Federation College can include (but not limited to):

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- One-to-one support from the trainer/assessor – support may include extra tutoring sessions, clarifying unit content or assessment requirements, working with students to develop study plans to improve performance, providing answers to questions that students may have.
- Support with personal issues, including wellbeing – support may include referrals to counselling or mental health professionals, assistance dealing with stress or culture shock, guidance on balancing study, work and life.
- Access to additional learning resources – support may include providing access to supplementary reading materials, videos or interactive content, access to online forums or digital libraries and study skills guides.
- Reasonable adjustment in training and assessment – support may include providing reasonable adjustments relating to extra time in assessment, oral assessment instead of written assessment, use of visual aids or simplified language instructions.
- Social events – support may include organising social events such as cultural celebrations and welcome events, excursions to place of interest and sporting events.
- Buddy program – support may include providing students with access to a buddy who can help to navigate the campus and online systems, provide practical advice, act as a friendly contact to reduce isolation and build social confidence and provide opportunities for language exchange and friendship.
- Information about external sources of support including (but not limited to):
  - English language support,
  - Local professional services,
  - Mental health, wellbeing and counselling,
  - Local therapy and disability services,
  - Cultural, religious and community groups,
  - Employment and accommodation support
  - Sports and fitness activities
  - Childcare services

Further information about external support services can be found in **External Support Referrals**.

Student Support/Wellbeing team member at Australian Federation College runs weekly (or as appropriate) 'Lunch Box Session' for students to assist them improving following (but not limited to) areas:

- Saving, organising and submitting, assessments
- Online research and working with emails
- The nature of VET education – focus is on skills and knowledge.
- English writing skills
- Verbal communication
- Student life and living in Launceston

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- Goals setting and management
- Looking after your health I – physical health
- Looking after your health II – mental health
- Developing a support network
- Networking (non-IT networking)
- Applying for jobs I – application letter
- Applying for jobs II – resume
- Applying for jobs III – interview
- Emotional intelligence
- Life skills
- Career management
- Cultural diversity
- Dealing with stress
- Having a balanced life
- Time management
- Social skills

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

Where Australian Federation College is unable to provide the support service required by the student, Australian Federation College will refer the student to an external provider and will never charge any fees for referral services.

Australian Federation College surveys students about support services provided and use 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 **International 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 At the interview, identify the student's support needs and discuss what support services may be useful. This should include discussing available internal support services as identified in the policy section of this document.  
Where the student highlights the need for external services that are outside the scope of services offered by Australian Federation College, use the external support referrals document to inform this discussion and provide this document to the student.
- 2.3 As required, 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 10 working days** of the Support Plan being completed. The Support Plan will also indicate where any support cannot be provided and why.
- 2.5 Monitor the Student Support Plan according to the support needs required and as per the monitoring plan in the Student Support Plan. In general, this will be weekly check ins to assess the student's progress. However, subject to the needs, this can vary.
- 2.6 Once the student no longer requires support based on the monitoring completed, finalise the Student Support Plan by including a progress report that the support requirements are finalised.

- 2.7 **Within 10 working days** of completion of support services, file the completed Student Support Plan and provide a finalised copy to the student for their reference. This should also include liaising with them to seek their evaluation of the support provided. Where improvements are identified, this should be actioned through the continuous improvement process.
- 2.8 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.

### 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 as per orientation schedule and using the Orientation PowerPoints and complete all required activities.
- 3.3 Answer all student questions during the orientation.
- 3.4 Update student details in the SMS and on the Shared Drive as required including current address, contact phone and email, emergency contact and/or next of kin, OSHC, individual support needs and USI.

### 4. MONITOR STUDENT SUPPORT NEEDS

- 4.1 As required, 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 **International Student Handbook** and **Orientation PowerPoint** and to enter in any new services.

## RESPONSIBILITIES

The Academic Coordinator/ Course Coordinator/s and/or Administrations Manager (or a delegate) is responsible for:

- Identifying student support needs during the course development process.
- Conduct/ oversee course entry interview and identifying student needs as required.
- Develop, implement and monitoring the **Student Support Plan**.
- Providing referrals to external services as required.
- Evaluating the effectiveness of student support services provided.
- Accurately and comprehensively recording students' support needs and the support services provided.
- Overseeing effectiveness of scheduled orientations.

The Admissions & Student Support /Wellbeing /Administration Officers is responsible for:

- Assist in conducting course entry interview and identifying student needs as required.
- Assisting development, implementation and monitoring of the **Student Support Plan**.
- Providing students with information about support services as required.
- Assist in conducting scheduled orientations.
- Assist in providing referrals to internal and external services as required.
- Assist in conducting weekly 'Lunch Box Session'.
- Assist in providing general support and counselling services to students as required.

Trainers and assessors is responsible for:

- Notifying the Student Administration/Wellbeing Officer/Course Coordinators/ Academic Coordinator of students' support needs.
- Providing ongoing and appropriate academic and other support support services to students.

The CEO/PEO is responsible for:

- Oversee student support needs identification during the course development process.
- Oversee effectiveness and quality of overall support services provided to students.