

Student Support Policy and Procedures

Purpose

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

This policy meets the requirements of Standard 6 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Policy

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 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):

- one to one support from trainer/assessor
- support with personal issues and general counselling sessions
- access to additional learning resources

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- reasonable adjustment in assessment
- social events
- assisting in improving writing, role play, presentation, referencing or computer skills
- buddy program
- 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 Administration/Accounts/Support/Wellbeing Officer 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
- 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

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- 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

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. **Assessment of 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 Document agreed support services for the course in the Training and Assessment Strategy and Course Brochure.
- 1.3 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.

2. **Assessment of Support Needs During the Course Interview Process**

- 2.1 Conduct course entry interview and identify specific support needs.
- 2.2 Discuss available support services with the student.
- 2.3 Where relevant, use the **Student Support Plan** Form to document the student's needs and how these will be actioned.
- 2.4 Refer the student to external support services where the support need cannot be met.

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 orientation as per schedule including LLN.
- 3.3 Update student details 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 Where relevant, regularly review the **Student Support Plan** to ensure actions are being implemented as required.
- 4.2 Adjust the **Student Support Plan** in consultation with the student and trainer and assessor 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 Student Administration/Accounts/Support/Wellbeing Officer will be responsible for:

- conducting course entry interview and identifying student needs as required.
- assisting development and monitoring of the **Student Support Plan**.
- providing students with information about support services.
- conducting scheduled orientations.
- providing orientation to students who could not attend their scheduled orientation on time.
- providing referrals to external services.
- referring students to the Academic Coordinator.
- conducting weekly 'Lunch Box Session'.

The Student Wellbeing Officer/Student Support will be responsible for:

- providing students with information about support services as required.
- general support and counselling services as required.
- providing students with information about internal and external support services as required.
- providing referrals to external services as required.
- referring students to the Academic Coordinator/PEO, as required.

Trainers and assessors will be responsible for:

- notifying the Student Administration or Wellbeing Officer/Academic Coordinator of a students' support needs.
- providing ongoing and appropriate academic support services to students.

The Academic Coordinator (or a delegate) will be responsible for:

- assist in identifying student support needs during the course development process.
- conducting/oversee course entry interview and identifying student needs as required.
- monitoring the **Student Support Plan**.
- evaluating the effectiveness of student support services provided.
- overseeing effectiveness of scheduled orientations.

The CEO/PEO will be responsible for:

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