



## SC12: Student and Learning Support Policy & Procedures

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### Purpose

The purpose of this policy and procedure is to outline Stanford College Australia’s approach to ensuring it manages student and learning support effectively to ensure students are able to successfully complete their training an assessment.

Along with other policies and procedures, this contributes to ensuring compliance with Clause 1.3, 1.7 and 1.8 of the Standards.

### Definitions

**ASQA** means Australian Skills Quality Authority which is the national VET regulator and the RTO’s registering body

**SRTOs** means the Standards for RTOs 2015 – refer definition of ‘Standards’

**Standards** means the *Standards for Registered Training Organisations (RTOs) 2015* of the VET Quality Framework which can be accessed from [www.asqa.gov.au](http://www.asqa.gov.au)



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## Policy

### 1. Support philosophy

- Stanford College Australia is committed to ensuring that all students receive adequate support while undertaking their training and assessment. This includes ensuring that:
  - The learning and support needs of the intended target group are considered in the course development and review processes
  - Appropriate support staffing and external support service arrangements are in place.
  - The individual learning and support needs of all students are confirmed prior to course commencement.
  - All students are informed of how to access the services they require to successfully complete their training and assessment program.
  - Regular contact with students and host workplaces is maintained throughout the duration of student enrolments.
  - Feedback is collected about Stanford College Australia's provision of support services and the feedback is systematically collated, analysed and used to improve support services provided.
  - Student rights are considered in accordance with the *Student Code of Conduct*.

### 2. Needs identification

- Student needs are identified through:
  - Analysing the possible needs of the target group and considering their needs in relation to the delivery model throughout the course design and review process
  - Discussion with the student during their course entry interview.
  - Discussion with the student during their induction to the program.
- Support needs may include:
  - Low levels of language, literacy and numeracy (LLN)
  - Low digital literacy
  - Disability or medical concerns
  - Cultural, social or economic issues
  - Limitations in access to resources such as money, time or support

### 3. Provision of learning and support services

- Support services include internal support staff and mechanisms provided by Stanford College Australia, or via referrals to external providers. Support services may include:
  - Peer support mechanisms such as student social events



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- Referral to relevant external support organisations who specialise in specific areas such as health, financial, advocacy, legal, financial, social etc.
- Student support and welfare staff to assist students
- Stanford College Australia provides a range of learning support options and resources to help students achieve competency. This includes:
  - Access to equipment or materials owned by Stanford College Australia such as computers, Wi-Fi, books or journals
  - Additional or supplementary resources to support learning goals such as readings, links or activities
  - Extra tutorials or teaching support
  - One on one support from the trainer/assessor
  - Development of an individual support plan to meet student needs.
  - Supporting those with additional needs by making reasonable adjustments to suit needs if possible

### 4. Information about support services

- Stanford College Australia provides students with information about the type of support available and how to access it. Information is provided:
  - During enrolment/pre-enrolment
  - During course orientation
  - On an ongoing basis
- Information is reviewed annually for currency and accuracy and updated accordingly

### 5. Feedback and improvements

- Students are surveyed on their support needs using the *Course Survey*
- Students may also provide feedback at any time using the *Feedback Form*.
- Feedback is regularly considered in order to make improvements to student and learning support services. Feedback is always reviewed at least annually during a course review in accordance with the *Course Development and Review Policy*.



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## Procedures

### 1. Providing information about suitable support services

Refer

- SRTOs: Clauses 1.7

Procedure	Responsibility
<p><b>A. Analyse the needs of the cohort</b></p> <ul style="list-style-type: none"> <li>• During the course development process, identify typical support needs of the cohort and describe these in the Training and Assessment Strategy. Consider whether the target group is likely to have:               <ul style="list-style-type: none"> <li>– Low levels of language, literacy and numeracy (LLN)</li> <li>– Low digital literacy</li> <li>– Disability or medical concerns</li> <li>– Cultural, social or economic issues</li> <li>– Limitations in access to resources such as money, time or support</li> </ul> </li> </ul>	Administration
<p><b>B. Determine suitable support services</b></p> <ul style="list-style-type: none"> <li>• Consider which internal and external learning and support services are suitable and can be made available. Consider:               <ul style="list-style-type: none"> <li>– Available support services listed in clause 3 of this policy.</li> <li>– How Stanford College Australia can help students to successfully complete the program without compromising the Principles of Assessment and Rules of Evidence.</li> <li>– Previous feedback received in relation to support services.</li> <li>– How students will access information about support services and the services themselves.</li> <li>– How Stanford College Australia will maintain regular contact with the student and any other stakeholders involved in the delivery of the course, for example workplace hosts or workplace supervisors.</li> <li>– Student rights as detailed in the <i>Student Code of Conduct</i>.</li> </ul> </li> </ul>	RTO Manager
<p><b>C. Update support services documentation</b></p> <ul style="list-style-type: none"> <li>• Once provision is confirmed, publish these in the Student Handbook, Student Orientation or other relevant documentation.</li> <li>• Update documentation where additional support services are offered.</li> </ul>	RTO Manager



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<ul style="list-style-type: none"> <li>• Include list of support services in the External Support Services Register.</li> <li>• Ensure you consider the age and cultural relevance in terms of the cohort from active courses (per the <i>Training and Assessment Strategies</i>).</li> <li>• Contact service providers to determine point of contact and request promotional or informational materials relevant to student cohorts.</li> <li>• Record and update details on the <i>External Support Services Register</i> at least annually.</li> <li>• Update <i>Student Handbook</i> and <i>Student Orientation/Induction materials</i> at least annually and as new materials or information is sourced or developed.</li> </ul>	

### 2. Implement support staff arrangements

Refer

- SRTOs: Clauses 1.7

Procedure	Responsibility
<p><b>A. Identify appropriate support staffing arrangements</b></p> <ul style="list-style-type: none"> <li>• Identify support staffing arrangements sufficient for the number of students.</li> <li>• Ensure all support personnel roles are clearly defined in position descriptions.</li> <li>• Ensure staff understand their roles and are provided with the appropriate information and training for their role.</li> <li>• Consider cross cultural training relevant to the student cohort.</li> </ul>	CEO/RTO Manager
<p><b>B. Maintain support staffing arrangements</b></p> <ul style="list-style-type: none"> <li>• Regularly provide any updated support information to staff</li> <li>• Organise information and training associated with support functions as required.</li> </ul>	CEO/RTO Manager

### 3. Individual needs identification

Refer

- SRTOs: Clauses 1.7

Procedure	Responsibility
<p><b>A. Entry Interview</b></p> <ul style="list-style-type: none"> <li>• Complete the course entry interview and             <ul style="list-style-type: none"> <li>– Follow up any support needs identified in the enrolment form.</li> </ul> </li> </ul>	RTO Manager/ Trainer/Assessor



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<ul style="list-style-type: none"> <li>– Explore support needs identified through course entry.</li> <li>– Document support needs.</li> <li>• Ask the student to complete the LLN assessment at the Entry interview. Mark the LLN assessment and determine appropriate LLN levels based on the marking guide. Determine whether the student has suitable skills to enrol in the course and whether or not additional support would be required. Document additional support required on the LLN assessment.</li> <li>• Where a student requires additional support identified through the course entry and/or LLN assessment, develop an <i>Individual Support Plan</i>.</li> </ul>	
<p><b>B. Individual support plans</b></p> <ul style="list-style-type: none"> <li>• For students that have had individual support requirements identified, an <i>Individual Support Plan</i> will be developed which will outline the strategies used to provide the student with additional support over and above what is normally offered in the course.</li> <li>• This may include: <ul style="list-style-type: none"> <li>– Additional one-on-one support from the trainer/assessor.</li> <li>– Assigning of a mentor/coach that is able to provide additional support in the workplace and who works closely with the student and the trainer/assessor.</li> <li>– Adjustments to the way training resources are accessed or provided.</li> <li>– Adjustments to the way assessments are to be conducted or extra time for assessments.</li> <li>– Additional online support</li> <li>– Linking with additional resources in the community</li> </ul> </li> </ul>	RTO Manager/ Trainer/Assessor

#### 4. Reasonable adjustments

Refer

- SRTOs: Clause 1.3, 1.7 and 1.8

Procedure	Responsibility
<p><b>A. Making reasonable adjustments</b></p> <ul style="list-style-type: none"> <li>• Reasonable Adjustments may be required to training and/or assessment methods for students with a disability to provide them with the same educational opportunities as everyone else.</li> <li>• Assessors can refer to this guide for further information about how and when</li> </ul>	Trainer/Assessor



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<p>to make reasonable adjustments <a href="https://www.velgtraining.com/library/files/Reasonable%20Adjustment.pdf">https://www.velgtraining.com/library/files/Reasonable%20Adjustment.pdf</a></p> <ul style="list-style-type: none"><li>• When determining whether an adjustment is reasonable, consider the information in the above mentioned guide and refer to the Disability Standards for Education 2005. <a href="https://education.gov.au/disability-standards-education">https://education.gov.au/disability-standards-education</a></li><li>• Where a reasonable adjustment is made to assessment, this should be documented in the <i>Assessment Record Tool</i>.</li></ul>	



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### Document Control

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