

Policy and Procedure

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SECTION 1 – INTRODUCTION

CONTEXT

Australian Institute of Management Education and Training (AIMET) is committed to supporting our students and assisting students with their individual needs and concerns.

PURPOSE

This Student Support Policy and Procedure outlines the support services that AIMET provides to our students.

SCOPE

This policy and procedure applies to all students studying with AIMET

SECTION 2 – POLICY

PRINCIPLES

The Student Support Policy and Procedure is committed to and guided by the principles of:

- Support for special needs
- Support for LLN

POLICY

During the enrolment process AIMET personnel will engage with a prospective student in a number of ways in order to understand their individual needs and how we can best provide services to each student in order to maximise their chances of successfully completing the selected training program.

SECTION 3 – PROCEDURE

We engage with students in the following ways:

- **First Point of Contact.** During the first point of contact, the student will be engaged either over the phone or in person to determine their training requirements and their vocational goal. This information will be used to align the student with a particular program that we offer or to refer the student to a different training organisation. Following the first point of contact, the student sent an enrolment package which includes the enrolment form to gather personal information about the student.
- **Enrolment form.** Enrolment form includes specific questions for the student in regards to their cultural and educational background. Enrolment form also includes questions relating to their spoken English ability and their skill in literacy and numeracy. There is also a specific question which asks the student if they have any individual needs that may prevent their full participation in the training program. This information is gathered and taking into account during the enrolment interview.
- **Enrolment interview.** Once the enrolment form is received, AIMET personnel will review the information and arrange to engage with the student to undertake the enrolment interview. This interview may be undertaken over the phone or face to face and is supported by an enrolment interview for which provides specific points for discussion during the interview relating to individual needs, LLN, rights and obligations, recognition opportunity, et cetera.

This multipoint approach ensures that students entering a training program with AIMET will have their individual needs identified which enables the allocation and arrangement for the applicable support services which may be supplied internally or by an external provider

If support services are identified, the following is a guide to support that can and should be provided:

Individual need	Support Service
Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided	Students requiring additional support to understand the pre-enrolment information requirements are to be engaged on additional one-on-one sessions to talk the student through the information contained within the student handbook, the applicable course brochure and the schedule of fees and charges. It is preferable if these sessions are conducted face-to-face.
Minor LLN need that would inhibit the participation	<p>Allocate a Coach / Trainer to provide individual support during learning activities and reasonable adjustment during assessment activities. This support must be coordinated through the Training Manager to ensure suitable allocation of trainers is available.</p> <p>A verbal course can be offered and course structured altered to accommodate the student.</p>
Significant LLN need that would prevent participation and completion of the course	Refer the student to TAFE to complete Course in Language, Literacy and Numeracy
Recognised difficulties in studying and learning	<p>Where appropriate to the program students identified with recognise difficulties in studying and learning are to be scheduled with additional one-on-one support sessions at regular intervals throughout the course program. These support sessions are to be used to review the learning content with the student and to engage the student in discussion about the subject matter. These sessions should be structured in accordance with the planned learning applicable to the course program. The study sessions should direct student back to the course reference material in order to encourage their individual self-paced effort.</p> <p>The following online resources are also useful for providing student support to study:</p> <p>Effective Study skills A useful quick overview of study skills www.adprima.com/studyout.htm</p> <p>How to Study A large directory to study skills websites, including how to study in specific subject areas. www.howtostudy.org</p> <p>Study Guides and Strategies A wide ranging overview of the skills needed at all stages of student life. www.studygs.net</p>

Individual need	Support Service
	Study Skills Self-Help Covers important skills such as time management, note taking and exam preparation. www.ucc.vt.edu/stdysk/stdyhlp.html
Work hours are restrictive which would prevent the student attending training during Monday to Friday.	Student can talk with their Coach / Trainer after hours and weekends. Webinars also offered in the evenings and weekends.
English as second language	A verbal course can be offered and course structured altered to accommodate (more time to study and more individual attention from our trainers).
Financial difficulties that prevent the full payment of fees in advance.	Offer fees on payment plan with a small initial payment to be made in advance then small fortnightly payments as a direct debit.
Student suffers from a nervous/anxiety disorder.	We can accommodate by giving individual attention. Training and assessment deliberately offered in a relaxed mode without time pressures.
Inadequate clothing to participate in training	Student may be able to access suitable clothing and footwear at low cost via: St Vincent de Paul Society or Salvation Army.
Student required counselling support and advice about their personal situation	Student may be referred to: <ul style="list-style-type: none"> - Lifeline 13 11 14 - Beyond Blue 1300 22 4636 - Salvation Army Family Welfare Centres - CatholicCare, Family Support Service
Students with a disability or medical condition	All possible allowances may be provided to persons with disabilities. Assessors are to use their judgement in assessing the student's ability to perform tasks in a safe manner.
Students with visual impairment	Students with visual impairment can be supported by supplying internal learning resources with a larger printed font. Students can also be supplied with audio recordings of learning sessions where appropriate.
Students who are Aboriginal and Torres Strait Islander	Refer to ATSI Cultural Awareness Policy

Other individual needs can be considered on a case-by-case basis in consultation with the Head of Teaching & Learning – Vocational Education.

CORE SKILLS SUPPORT

Core skills are critical to almost all areas of work. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as comprehending written work instructions and producing written documents. The Australian Core Skills Framework (ACSF) describes each of the five core skills of learning, reading, writing, oral communication and numeracy. Staff non familiar with the ACSF are recommended to study the information available at the following two sites:

<https://www.education.gov.au/australian-core-skills-framework>
www.precisionconsultancy.com.au/acs_framework

Research has indicated that many adult learners do not have the language, literacy and numeracy skills they need to effectively participate in vocational education and training. The increasing importance of core skills such as communication in the workplace highlights the need for underpinning language, literacy and numeracy skills.

To support this approach AIMET will:

- Assess a learner’s core skills during their enrolment on an as needed basis to ensure they have adequate skills to complete the training;
- Support learners during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered;
- Provide clear information to learners about the detail of the core skills assistance available;
- Refer learners to external language, literacy and numeracy support services that are beyond the support available within AIMET and where this level of support is assessed as necessary; and
- Negotiate an extension of time and other support arrangements to assist learners to complete training programs if necessary.

Core skills assessment

The following procedure is to be followed in order to assess a learner’s core skills:

- **Self-assessment.** In the first instance, prospective learners are asked on the enrolment form about how well they speak English. If the learner selects “Well” or “Very Well”, it is to be assumed that the learner will have the language, literacy and numeracy skills to undertake the training.
- **Interview.** If the learner selects “Not well” or “Not at all” on the enrolment form, the learner should be contacted and arrangements made for an interview to further assess their language, literacy and numeracy skills. The interview will be by phone. The purpose of the interview is to establish the background, motivation and general abilities of the learner to determine what support AIMET may provide.
- **LLN Assessment.** Depending on the information gained from the interview, it may be necessary to invite the learner to undertake an LLN Assessment. The assessment is not intended to cause anxiety but to determine where the learner has specific language and literacy deficits and to determine what support is required to undertake AIMET training.

Supporting learners with language, literacy and numeracy deficits

Where it is determined that a learner does have deficiencies with their LLN skills, AIMET is to adopt strategies which enable the learner to progress in their desired training program. The following strategies are to be considered and will be informed by the level of language, literacy or numeracy deficit determined during the assessment:

- Negotiate a training program with the learner that recognises that additional time will be required to appropriately support the learner to complete the training.
- Obtain a strong commitment from the learner that they will provide personal effort that is in addition to that normally required to undertake the training program.
- If agreed to by the learner, engage with the learner's employer to negotiate the additional time and effort required to appropriately support the learner during the training program.
- Provide the learner with a list of the words and terms which are highly relevant to the workplace skills and knowledge being delivered within the training program. This list should be practised with the learner to get them comfortable with identifying the words and their meaning. This list should be expanded over time and acts as a "vocational vocabulary" and will focus the learner on small steps of achievement.
- Program sessions where learning information that would usually be delivered to the learner via their own reading is presented to the learner verbally and is supported by questions and answers.
- Make arrangement to regularly engage via teleconference with the learner to monitor their progress and adjust the support strategies.

Referring the learner for language, literacy and numeracy assistance

Where it is determined that a learner has LLN needs which are beyond the support available within AIMET, the learner should be referred for dedicated language, literacy and numeracy training. This training is available through most public training providers (eg TAFE). These courses have been designed to provide learners with the opportunity to gain specific language, literacy and numeracy skills required in a vocational or work environment, which meet the requirements to gain entry into a range of vocational qualifications and gain language, literacy and numeracy related employability skills.

Deciding to refer the learner

The decision to refer a learner to another training provider for language, literacy and numeracy training will be based on the level of assessed core skills deficit and the learner's motivation to improve their abilities.

As a general guide:

- If the learner does not currently possess the basic skills to perform training and development tasks in the workplace, they **should** be referred for assistance which should occur prior to enrolment with AIMET.

- If the learner's skills are adequate for the workplace but will hinder their participation in training, they **should not** be referred. Instead, AIMET is to design and implement suitable support services to enable their training and assessment.

SECTION 4 – REFERENCE AND SUPPORTING INFORMATION

DEFINITIONS

Word/Term	Definition
Disability	<ul style="list-style-type: none"> a. total or partial loss of the person's bodily or mental functions; or b. total or partial loss of a part of the body; or c. the presence in the body of organisms causing disease or illness; or d. the presence in the body of organisms capable of causing disease or illness; or e. the malfunction, malformation or disfigurement of a part of the person's body; or f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or g. 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 <p>Includes a disability that presently exists or previously existed but no longer exists, may exist in the future, or is imputed to a person.</p>
Reasonable adjustment	<p>An adjustment is a measure or action taken to assist a student with a disability to participate in training on the same basis as other students. An adjustment is reasonable if it takes into account the student's learning needs and balances the interests of all parties affected, including the student, the provider, staff and other students.</p>
Discrimination	<p>Discrimination is any practice that makes distinction between individuals or groups so as to arbitrarily advantage one and disadvantage the other. Discrimination occurs when somebody is treated less favourably on the grounds of the following attributes: • sex • imputed characteristics (stereotypes) • parental status • lawful sexual activities • marital status • race • age • impairment (physical or intellectual) • disability • religion • political belief or activity • trade union activity • pregnancy or lactation</p> <p>Discrimination may involve: • offensive jokes or comments about a person's racial or ethnic background, sex, sexual preference, age, disability or physical appearance • display of pictures, cartoons or posters that may be offensive or derogatory • expressing negative stereotypes for a particular group • judging someone on their religious beliefs rather than their work performance • using stereotypes or assumptions to guide decision making about someone's career • undermining a person's authority or work performance because you dislike one of their personal characteristics</p>
Sexual Harassment, Victimization and Bullying Sexual harassment	<p>Sexual Harassment, Victimization and Bullying Sexual harassment is defined as any unwanted or unwelcome sexual behaviour which makes a person feel offended, humiliated or intimidated. Sexual harassment as defined under the Commonwealth Sex Discrimination Act 1984 occurs</p>

	<p>when:</p> <ul style="list-style-type: none"> • a person makes an unwelcome or uninvited sexual advance, or an unwelcome or uninvited request for sexual favours, to the person harassed, or • engages in other unwelcome or uninvited conduct of a sexual nature in relation to the person harassed; and • the person harassed is offended, humiliated or intimidated. <p>Examples of sexual harassment include:</p> <ul style="list-style-type: none"> • unwelcome or uninvited physical touching • sexual or suggestive comments, jokes or innuendoes • unwelcome or uninvited request for sex • intrusive questions about a person's private life • the display of sexually explicit material (eg posters, pictures) • unwanted invitations • staring or leering • sex based insults or taunts • offensive communications, including telephone calls, letters, faxes and email <p>Sexual harassment may be a single incident or repetitive behaviour. For example, an unwanted invitation or compliment may not constitute harassment if it is not repeated. However, some actions or remarks are so offensive that they constitute sexual harassment in themselves such as unwelcome or uninvited physical contact.</p>
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SUPPORTING DOCUMENTATION

Document name	Document type	Location
Access, Equity and Support Policy	Policy	External website
ATSI Policy	Policy	External website
Admissions Policy	Policy	External website
Assessment Policy	Policy	External website

SECTION 5 – GOVERNANCE

Reference Documents:

Australian Human Rights Commission Act 1986 (Cth)
Workplace Gender Equality Act 2012 (cth); and Fair work Act 2009 (Cth)
Australian Capital Territory Discrimination Act 1991 (ACT);
New South Wales Anti-Discrimination Act 1977 (NSW);
Northern Territory Anti-Discrimination Act 1996 (NT);
Queensland Anti-Discrimination Act 1991 (QLD);
South Australia Equal Opportunity Act 1984 (SA);
Tasmania Anti-Discrimination Act 1998 (TAS);
Victoria Equal Opportunity Act 1995 (VIC)
Commonwealth Legislation:
Age Discrimination Act 2004 (cwth)
Disability Discrimination Act 1992
Racial Discrimination Act 1975
Sex Discrimination Act 1984

CHANGE HISTORY

Version	Approval date	Approved by	Approved by	Change
1.0	05/07/2016	Director Customer Success	Head of Compliance, VET	New Policy created to expand on the Access, Equity and Support Policy

Please note:

- Printing this document may make it obsolete
- For the latest version of this policy always check the Policy site located here <http://www.aim.com.au/training/student-information>