



## STUDENT SUPPORT SERVICES POLICY AND PROCEDURE (DOMESTIC AND INTERNATIONAL)

### RESPONSIBLE for:

<b>Ensuring Compliance:</b>	Chief Executive Officer
<b>Directly Responsible:</b>	Student Support Officer
<b>Adhering to:</b>	All Education Training & Employment Australia Personnel

### GOVERNING STANDARDS

The Directors of Heidelberg Corporate Group (HCG) and its associated companies require compliance against the standards of ISO9001, and any Legislation and Regulations that relate to Student Support Services. Information is available from the related Acts below,

Commonwealth legislation

- ESOS Act 2000

The standards that govern this policy are the

- Standards for RTOs 2015, Standard 1:Clause 1.7
- National Code Standard 6
- Australian Nursing and Midwifery Accreditation Council
- Australian Health Practitioner Regulation Agency (AHPRA)

### PURPOSE

Education Training and Employment Australia Pty Ltd (E TE A) is committed to ensuring that all students receive adequate learning support to ensure their full potential is reached. Therefore, E TE A ensures that:

- The learning and support needs of all students is assessed upon entry into a program.
- All students are aware of how to access the services they require to successfully complete their training and assessment program.
- Feedback is collected about E TE A's provision of support services and the feedback is systematically collated, analysed and used to improve training services.
- International students will be provided access to a number of services to ensure their mental and physical wellbeing.

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- International students will be given information, or provided with access to, an orientation program about living and studying in Australia, including information about safety on campus and while living in Australia.
- The orientation program will be made available to international students at whatever time they commence their studies at ETEA.

All international students will be provided, or given access to, an International Student Handbook before commencing their Course. The Handbook will include, amongst other things, information in respect to the following matters---

- a. The support services that are available to assist international students to help them adjust to study and life in Australia;
- b. English language and study assistance programs;
- c. Relevant legal services;
- d. Emergency and Health services;
- e. ETEA's facilities and resources;
- f. ETEA's Complaints and Appeals process;
- g. Requirements for course progress, and any attendance requirements  
The support services available to assist international students with general or personal circumstances that are adversely affecting their education in Australia;
- h. Services, or information about services, that international students can access for information concerning their employment rights and conditions, and how to resolve workplace issues, such as through the Fair Work Ombudsman.
- i. ETEA Critical Incident Policy
- j. Safety and awareness relevant to life in Australia; e.g., beach safety and the etiquette and laws concerning smoking in Australia.;

## Student Learning Needs

Students' learning needs are identified upon entry into their course of study. Information to make this assessment is gathered through:

- Information provided by the student on the application and/or enrolment forms and during the Pre-Training Interview and Language, Literacy and Numeracy assessment.
- Assessment of the formal language, literacy and numeracy skills test which is given to each student during enrolment of the course.
- Discussion with the student during their orientation.
- Gathering information about each student's prior formal and informal learning and encouraging them to seek recognition for this through the RPL process.
- Developing an individual learning plan for students in blended learning during the initial stages of a qualification.

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## Learning support

All students are provided with a range of learning support options and resources to help them achieve competency. This includes:

- Mentoring from appropriately qualified trainers including their email contact details.
- Face to face classes and practical placement– these may be optional depending on the student’s course of study.
- Placement assistance for those participating in courses that require practical placement.
- Computer and technology support.
- Referral to external support services.

## Additional support services

ETEA recognises that all people learn differently and acknowledge that some students may require additional support. Additional support will be provided to students:

- Refer to the student with special needs procedure.

## Informing students

Students will be advised of the support services available to them through the organisation’s website.

## Accessing services

Students wishing to access any support services should discuss this with their trainer/ assessor or call ETEA’s office.

## Student with Special Needs Procedure

The purpose of this procedure is to identify the general methodology to be used when identifying special needs and to make reasonable adjustment.

## Requirements

- ETEA will ensure that in developing, adapting or delivering training and/or assessment products and services:
  - Methods used to identify special needs, and methods for designing training and assessment, are documented.
  - The requirements of the Training Package or accredited course are met.
  - Customization meets the requirements specified in the relevant Training Package.
  - Students must self-disclose their requirements at the time of enrolment; otherwise it may not be possible to provide reasonable adjustment for all the assessments.

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**Definitions**

Reasonable Adjustment	Adjustments are considered ‘reasonable’ if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with special needs, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.
Special Needs	The term Special Needs is a short form of Special Education Needs and is a way to refer to students with disabilities. The term Special Needs in the education setting comes into play whenever a student’s education program is officially altered from what would normally be provided to students through an Individual Education Plan which is sometimes referred to as an Individual Learning plan.

**Method**

Students with special needs will be offered the same assessment standards as those applied to all other students. No concessions are made regarding the assessment criteria used. However we will make reasonable adjustments for students who provide medical documentation of their disabilities and the special needs which these necessitate.

The student must inform ETEA about his/her special assessment needs in writing at the time of enrolment. A request should be submitted for each assessment for which the student enrolls, as information about special needs will not be kept on our system.

Request will be assessed by the Course- Coordinator and applicants will be advised of the decision within 5 working days of lodging request. Applicants may appeal the decision providing that they lodge their appeal within 10 days of receipt of the decision.

**Special provisions which may be provided**

I. Visual Impairment (Medical certificate required)

For students who are partially sighted:

- Large print version of papers may be prepared( students need to specify the enlargement ratio)
- Extra time may be provided

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II. Dyslexia (Medical certificate required)

- Students with medically documented dyslexia may be allowed additional time to complete the assessment. Students and trainers will discuss support options required.

III. Hearing Impairment (Medical certificate required)

Students with a medically documented hearing impairment may request:

- Seating near the front of the room.
- An oral/ sign interpreter provided by the student.

IV. Psychiatric Disability (Medical certificate required)

- Students who experience anxiety, difficulty with concentration or cognition as a result of depression, obsessive-compulsive disorder or other documented psychiatric conditions may apply for extra time in written assessments.

V. Student with low language literacy or numeracy needs

- Extra time may be allotted on request
- Trainers to provide extra assistance by using different strategies like:
  - Providing extra time to complete the assessment
  - Using short and simple sentences to explain
  - Using life experiences in the classroom
  - Confirm understanding for example ask students to rephrase questions
- Use methods that do not require a higher level of language or literacy than is required to perform the job role.
- Referring them to the courses that may help them to develop the skills in these areas.
- Integrating theory with practice
- Including more pictures or diagrams e.g. power point presentation, videos etc. during the learning process.

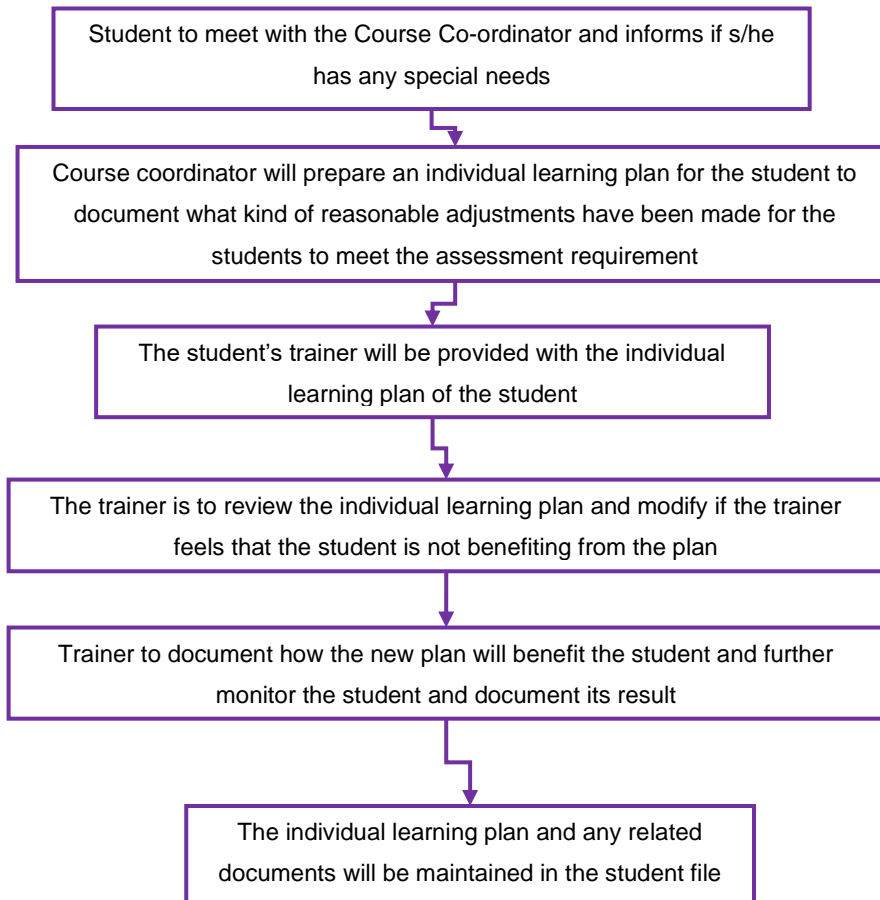
VI. Other disabilities

- Each case will be considered on its merits and each application must be supported with current medical documentation. In some such cases such as behavioural problems, students may not require special provisions but the trainer may still be made aware of how the nature of the condition may affect the assessment.
- Trainers at ETEA consider the needs of people from different background, which includes the language used and any cultural issues that may affect the response of the person being assessed. Assessment procedures are culturally appropriate for the individual and the situation.

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## Identifying Individual Needs Procedure



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