

STUDENT SUPPORT POLICY

PURPOSE OF THE POLICY

This policy and associated procedures outline Victorian Institute of Education's approach to student support. This ensures that support is provided to students to assist them to complete their studies.

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

Victorian Institute of Education 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
- their wellbeing
- cultural issues.

Support services provided by Victorian Institute of Education can include:

- one-to-one support from the trainer/assessor
- support with personal issues, including wellbeing
- access to additional learning resources
- reasonable adjustment in training and assessment
- social events
- buddy program

- information about external sources of support.

Information about student support, including how and when students can access trainers and assessors and other support staff, is provided in a range of ways including through student handbooks, course entry interview process, orientation and ongoing updates.

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, Victorian Institute of Education 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. The Student Support Plan is regularly reviewed and adjusted as required.

Victorian Institute of Education makes reasonable adjustments for students with a disability as per Part 3 of the Disability Standards for Education 2005.

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

Where Victorian Institute of Education is unable to provide the support service required by the student, Victorian Institute of Education will refer the student to an external provider.

Victorian Institute of Education surveys students about support services provided and uses the feedback to improve services provided.

RESPONSIBILITIES

The Academic Manager is responsible for:

- considering student support needs during the course development process
- conducting course entry interview and identifying student needs
- developing and monitoring the Student Support Plan
- evaluating the effectiveness of student support provided
- providing orientations.

The Administration and Student Support Officer is responsible for:

- providing students with information about support services
- providing referrals to external services
- referring students to the Academic Manager.

The counsellor is responsible for providing academic and welfare support.

Trainers and assessors are responsible for notifying the Academic Manager of a student's support needs.