

## STUDENT SUPPORT POLICY

December 2024

### PURPOSE

MiTraining is committed to providing appropriate education and support services to meet the needs of students undertaking training and assessment. This policy outlines the measures in place to identify, assess and allocate any support requirements that are additional to the provision of standard services. This ensures that students receive advice and support that is responsive, adequate and appropriate to their individual needs.

### SCOPE

This policy applies to prospective and enrolled students in an accredited course of study.

### POLICY STATEMENT

MiTraining is committed to ensuring that all students are provided with the opportunity to access, participate in, and achieve successful outcomes of vocational education and training. MiTraining will determine the support needs of individual students and provide access to the educational and support services necessary for individual students to meet the requirements of the qualification or unit of competency.

### DEFINITIONS

**Access and Equity:** Policies and approaches aimed at ensuring that Vocational Education and Training (VET) is responsive to the individual needs of students whose age, gender, cultural or ethnic background, disability, language skills, literacy or numeracy level, unemployment, family responsibilities, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable learning outcomes.

**Disability:** Defined under the *Disability Discrimination Act (1992)* as physical, intellectual, psychiatric, sensory, neurological, learning disabilities, physical disfigurement and the presence in the body of disease-causing organisms.

**Educational and Support Services:** May include, but are not limited to:

- Pre-enrolment materials
- Study support and access to free online study skills modules
- Language, literacy and numeracy (LLN) programs or referrals to these programs
- Equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity
- Mediation services or referrals to these services
- Flexible scheduling and delivery of training and assessment
- Counselling services or referrals to these services
- Information and communication technology (ICT) support
- Learning materials in alternative formats e.g. in large print

- Learning and assessment programs contextualised to the workplace
- Any other services that the RTO considers necessary to support learners to achieve competency

**Reasonable Adjustment:** A modification or adjustment that can be made to facilities, documentation, learning and assessment, and support services to ensure that students with disabilities have equal access to educational opportunities.

## POLICY PRINCIPLES

MiTraining is committed to providing support to individual students to maximise the chances of successfully completing their enrolled course of study. Educational and support needs are identified and provided at all stages of the student journey, from pre-enrolment through to completion.

MiTraining will ensure that:

- It has sufficient resources to enable a reasonable level of educational and personal support services to be made available to students
- Every effort is made to identify barriers that may impact upon a student's learning, participation or opportunity to successfully complete a Nationally Recognised Training course
- There's a supportive environment for students that invites disclosure
- A Student Support Plan is formulated for students with identified support needs
- Reasonable adjustments are provided for students with special learning needs according to the nature of their disability or learning difficulty. Students may negotiate to customise assessment tasks to meet their individual needs in relation to workplace setting, interests, learning style, literacy, disability or cultural background
- Trainers and assessors are allocated sufficient time and resources to enable them to make reasonable adjustments to teaching, learning and assessment activities to maximise the participation of students with a disability, where it is appropriate and practicable to do so
- Students have access to support to gain advice and guidance on personal issues. Where the RTO feels further external support should be provided, a referral to an appropriate support service will be made
- All students are required to attend an orientation at the beginning of their studies. Students are provided with the Student Handbook and information on available support and reasonable adjustment for students with a disability or additional learning needs
- All RTO staff and independent contractors understand their roles and responsibilities in relation to this policy

## SUPPORT SERVICES

### Internal Support Services

Students will be offered and able to access any of the following support services at any time throughout their course:

- **Study Support**  
Provided by the student's trainer and assessor and based on the individual needs of the student
- **Language, Literacy and Numeracy (LLN) Support**  
Strategies will vary depending on the student's individual LLN assessment result. Refer to the Language, Literacy and Numeracy Policy for further information

- **Learning Support**  
Support that meets the student's individual needs and learning style including one on one assistance from training staff, or assistance contextualising course materials, assessment resources and other course related information
- **Mentoring/Coaching Support**  
Provided by the student's trainer and assessor
- **IT Support**  
Ongoing technical support provided by email or over the phone by internal RTO staff or a trainer and assessor

## External Support Services

Students will be referred to external support services where a request has been received for any of the following support areas:

- Cultural Support
- Disability Support
- Emotional Support
- Family Support
- Financial Support
- Professional Counselling

## LEARNING SUPPORT

### Learning Support: Pre-Enrolment

Learning support needs can arise from deficiencies associated with:

- English language proficiency
- Literacy and numeracy
- Learning and study techniques
- Time management
- Organisational skills
- IT skills
- Requirements of the course

### Learning Support: Post-Enrolment

A student may require additional support for training due to several factors including, but not limited to:

- Medical illness, injury, health or psychological condition or disability
- A significant life stressor
- Family or carer responsibilities
- Unachieved competency in units after several attempts
- Failure to complete assessment elements
- Unsatisfactory progression in allocated time frame
- Minimal participation in online learning activities

### Learning Support Identification

Learning support needs may be identified through the following:

- Initial discussion during pre-training assessment or orientation

- Self-referral by the student
- Identification by the trainer or assessor that the student is not progressing satisfactorily
- After evaluation of unit of competency student feedback
- Interviews with students
- Poor attendance or poor assessment outcomes
- Intervention strategy agreed between the student and MiTraining

## Personal Support

MiTraining will seek to identify students requiring additional personal support, if appropriate, ensuring that early intervention is provided in a timely and equitable manner and referrals are made where necessary. However, staff should be aware of their own personal and professional limitations in relation to personal support.

## STUDENT SUPPORT PROCEDURE

### Pre-Enrolment

MiTraining uses the following methods to identify the support needs of prospective students:

- Written Language, Literacy and Numeracy Assessment Screening Tool. Refer to the Language, Literacy and Numeracy Policy for further information
- Completion of an Enrolment Form which requests the student to disclose additional support requirements
- Discussion with the student about prior education and experience during the enrolment process
- Discussion with the student about their experience with online learning
- Referral of identified students to support resources and testing/assessment as required

Prior to enrolment, students will be informed about the internal and external support services available to them.

### Post-Enrolment

- Where students have identified support needs, a Student Support Plan will be formulated documenting appropriate adjustments, to be distributed to the student and the relevant trainer/assessor
- Where applicable, a Reasonable Adjustment Record will also be completed, in accordance with the Reasonable Adjustment Policy
- Students can approach their trainer for any academic or personal support needs at any time throughout their training
- MiTraining staff will be available by appointment (face-to-face, by email or electronically such as Skype) to provide support to enrolled students
- Student support provided by MiTraining may include specific interventions identifying Australian Core Skills Framework (ACSF) training needs for students at varying performance levels. Refer to the ACSF Matrix at the end of this policy
- Where the RTO is unable to provide specialist support services required by a student, the student may be directed to external support services at the student's own cost

### Pre-Assessment

- MiTraining trainers and assessors will review the specific support requirements of students with learning support needs prior to each assessment event

- The RTO General Manager must approve each assessment that contains planning of reasonable adjustment
- Reasonable adjustment applied to any assessment must be recorded and maintained on the student's enrolment record
- Refer to the Reasonable Adjustment Policy for further information

## Student Support Review

All staff are responsible for reporting and recording any conversations regarding student support services.

The progression of all students will be regularly monitored in terms of attendance, progression and completion of assessment activities, and to determine the effectiveness of any student support measures that have been implemented. The intent of such monitoring is to ensure that training and assessment services and student support provided maximises outcomes for students. Where any progression support issues are identified, these will be addressed with consultation with the RTO General Manager, the trainer and the individual student.

The RTO's Management will monitor student support measures within its Continuous Improvement Systems. Monitoring will include post course surveys of students receiving specific student support assistance through the RTO as well as students accessing general support for course related or personal difficulties.

MiTraining must remain conscious of the student's privacy and confidentiality during all contact between the staff and the student.

## NATIONAL SUPPORT AGENCIES

### AUSPELD supporting people with learning disabilities

<https://auspeld.org.au/>

AUSPELD, the Australian Federation of SPELD Associations, supports children and adults with learning difficulties and Specific Learning Disorders. Auspeld provides advice and support to students and educators on successful literacy acquisition, evidence-based practice and the strategies most likely to improve literacy outcomes for students.

### Learning Difficulties Australia

[www.lidaustralia.org](http://www.lidaustralia.org)

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research, both in the classroom and through individualised instruction.

### The Reading Writing Hotline

[www.readingwritinghotline.edu.au](http://www.readingwritinghotline.edu.au)

The Reading Writing Hotline provides a national phone service for adults seeking English language, literacy and numeracy referral information, advice and support. The service provides resources and support to students and can help training providers and employers find literacy and communication training geared to their business needs.

## RECORDS MANAGEMENT

All documentation from this policy and associated processes will be maintained in accordance with the Records Management Policy.

## POLICY REVIEW

This policy and accompanying documents will be periodically reviewed in accordance with the Continuous Improvement Policy to identify areas for improvement.

## POLICY PUBLICATION

Policies and procedures applicable to prospective and enrolled students, MiTraining staff and contractors are (where appropriate):

- Included in the student induction or staff orientation
- Available on the website
- Available on the student administration/management system or internal electronic system
- Available by request

## NOTES

<i>Related Policies/Procedures:</i>	<i>Continuous Improvement Policy Language, Literacy and Numeracy (LLN) Policy Reasonable Adjustment Policy</i>
<i>Related Documents/Forms:</i>	<i>Enrolment Form Reasonable Adjustment Record Student Support Plan</i>
<i>Related Legislation:</i>	<i>Australian Core Skills Framework National Vocational Education and Training Regulator Act 2011 Standards for Registered Training Organisations (RTOs) 2015</i>
<i>Approved By:</i>	<i>Chief Executive Officer</i>
<i>Date of Next Review:</i>	<i>17/12/2025</i>

## APPENDIX

<b>ACSF Performance Variables Grid - Five Levels of Performance</b>				
<b>Level</b>	<b>Support</b>	<b>Context</b>	<b>Text Complexity</b>	<b>Task Complexity</b>
1	Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
2	May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
3	Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
4	Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
5	Autonomous learner who accesses and evaluates support from a broad range of sources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language and symbolism	Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending