P.38V04 Student Support Services Policy

The Training manager, student contact officer, teaching staff and administrative staff of the Institute are available to provide general advice and assistance with matters such as studying, homework, accommodation, English language problems. Students requiring special or intensive assistance must contact the training manager or the student contact officer who may refer them to external support services, if required. The Institute will not charge for support services it provides for referring students to external support services. However, students will have to pay any fees charged by external support services that they use.

1.0 Requirements

1.1 The Institute will provide the opportunity for students to participate in services or provide access to services designed to assist students in meeting course requirements, maintaining their attendance and successfully completing their course of study.

1.2 The Institute designated member of staff to be the official point of contact for students is the Administration Manager. The role of the Administration Manager is to direct a student to the appropriate person within the Institute in the event a student requires support.

1.3 The Institute will provide the opportunity for students to access course-related support services to assist with issues that may arise during their study. If the Institute refers the student to external support services the cost of these services is to be paid by the student.

1.4 The Student Contact Officer will present a written report on support activities provided, and opportunities identified for improvement, at each meeting of the Institute Continuous Improvement Group.

2.0 Definitions

2.1 N/A

3.0 Method

3.1 Learners receive training, assessment and support services that meet their individual needs.

When developing Learning and Assessment Strategies we define our student’s needs including:

- identifying academic requirements and delivery modes
- identifying any requirements of the course e.g. literacy, language or numeracy
- any issues relating to physical ability, cultural background or educational background that may prevent the learner from completing their chosen course.
- We provide an open door policy for learners so that they can tell us if they require any additional support service. If we can supply this extra support we will, otherwise we will try to refer / direct the learner to other organisations or Government programs that can provide the required support services.
- Training manager is responsible for identifying learner needs using the LLN Assessment and where possible, observing the student completing the enrolment form(s). Trainers will provide an open door access to learners as required. Training manager is also responsible for monitoring enrolment forms for any identified need.
Orientation Program

3.2 An orientation session will be conducted by Institute staff (generally a trainer) prior to any student commencing training in the Institute programs. The orientation session will cover the following:

Prior to commencement of study
Please locate and read the following information in the student information handbook:

- Student support
- Assessment
- Recognition of prior learning / Mutual Recognition
- Institute contact people
- Complaints and appeals
- Plagiarism and cheating
- Student code of behaviour
- Access and Equity Policy
- Academic Performance expectations
- Keeping address and contact details up-to-date
- Institute facilities and resources
- Student Mutual Recognition application form
- Student deferral, suspension or cancellation application form
- Student refund application form
- Student RPL application form
- Student complaints and appeals

At your first class
At the commencement of your first session your trainer will detail and explain the following:

- Learning and assessment program
- OH&S
- Facilities and equipment
- Assessment requirements
- Questions

Student support services

3.3 The primary mechanism for student support is through the Administration Manager who is responsible for responding to requests for assistance from students.

3.4 Students requiring additional assistance will be referred to the appropriate Institute staff, e.g. Student Administrator, Training Manager, Trainers, Admin Officer, Chief Executive Officer, or to an appropriate external support provider if this is considered appropriate.

3.5 Before a student is referred to an appropriate external support provider the Administration Manager must seek approval from the Chief Executive Officer or the Training Manager.

4.0 Facilities

4.1 Technical Education Development Institute provided students with the range of facilities to enhance and support their learning experiences, Such as:

- Computer and Internet access
- Student Common Room
- Spacious air-conditioned classroom with modern technological capabilities
- Library access
- Current research based learning materials and learner friendly resources
- Commercial Workshop fully equipped to deliver the appropriate qualifications

Educational Standards
4.2 The Technical Education Development Institute management will ensure that adequate learning resources are available and that the environment supports productive learning:

- The Institute will provide an environment that is conducive to an effective learning process.
- All training program content will be delivered with a professional and positive attitude.
- Institute’s staff members must meet strict qualification requirements before they are to conduct and validate assessments. All trainers and assessors are assessed on their experience, competence and person suitability before employment.
- Training will always be carried out to the highest recognised and accredited industry standards and comply with the requests of the Australian Quality Training Framework (AQTF).
- The student and trainer will work together to identify specific needs.
- The learning process will include training components and personal guidance that address identified needs, and enable participants to achieve vocational goals.

5.0 Services

5.1 Technical Education Development Institute will support students throughout the duration of their course. Students are encouraged to ask to help so that they can assimilate and adjust to their new learning environment and life in Australia. Some of range of services we provide include assistance with:

- Application and enrolment
- Seeking Work
- Student accommodation
- Airport reception
- Language and literacy support
- Transition and cultural support
- Personal Counseling
- Mentoring
- Career advice
- Free referral to local community, health, financial, legal, migration or other services, may be charged by external agencies.
- Sport, recreational clubs and social activities

Flexible Training

5.2 We establish any special learning requirements students may have prior to the commencement of training, based on the demographic and previous education information you supply in the enrolment form. This will help us identify any access and equity strategies, or learning methods that we may need to engage in order to maximize your chances of achieving the competencies required for each unit.

Special Needs Support

5.3 If a person with a disability meets essential entry requirements, we shall make changes or “reasonable adjustments” necessary for that person to perform essential course-work. Reasonable adjustment is provided to those with a disability or special need according to individual circumstances. This means providing the appropriate services and/or facilities for student learning and assessment.

Reasonable Adjustment
5.4 Learning support is facilitated for those with basic literacy, numeracy or English language difficulties or other identified areas of learning difficulty. Reasonable adjustment may include but is not restricted to:

- Educational support
- Alternative assessment methods
- Physical disability = more time to complete the assessments
- Low literacy or numeracy skills = verbally answering questions OR demonstrating rather than typing & writing an assessment
- Learning and assessment aids
- Institute’s premises provide appropriate access to those with a physical disability.

To meet the needs of all learners’ adjustments can be made to the way assessments are conducted but not to the requirements of the assessment. The purpose of these adjustments is to enhance fairness and flexibility so that the specific needs of students can be met.

Examples of reasonable adjustments

- providing additional time for student to practice the assessment tasks
- presenting questions orally for students with literacy issues
- asking questions in a relevant practical context
- adapting machinery and equipment to make it more easily used
- presenting work instructions in diagrammatic or pictorial form instead of words and sentences
- simplifying the design of job tasks

1. If student requires additional support after the course commencement, he/she needs to fill in *Academic Student Support Form* to provide information about type of reasonable adjustment he/she is looking for with sufficient evidence. It is the responsibility of each assessor to assess students' needs and make whatever reasonable adjustments are practicable to maximise a students' opportunity to demonstrate their competence.

   In the event that a student is currently working in a suitable role (outside their studies), assessors may also consider contacting students workplace supervisor to assist in the development of reasonable adjustments to the assessment requirements of this unit (if approved by the student)

**Academic Study Skills Support**

5.5 A free service is available to students. Students who wish to take advantage of this service should see their Course Co-ordinator. In particular, help is available with time management, assignment preparation, referencing and bibliographies, writing reports, reading skills, numeracy skills, giving presentations, library research and note taking. Students are also encouraged to seek assistance from their individual teachers and Course Co-ordinator with all aspects of their studies to ensure successful completion of the course.

**English language and literacy support**
5.6 Help with oral and written English expression, reading comprehension and listening is available on an individual basis or as a part of a small group.

6.0 Feedback

Technical Education Development Institute monitors and acts on feedback from course participants and industry stakeholders to provide the most up to date and relevant services.

Student Feedback:

Technical Education development institute use continuous improvement approach by quality of education and services, student feedback is considered a very appropriate tool improve our services. Institute collects student’s feedback after every 3 months we really appreciate if you spend your valuable time and provide us feedback; it is optional to mention your name or details on student feedback form.

Student has an opportunity to provide a feedback of our services at any time by a feedback request form available from institute reception desk.

As a Registered Training Organisation (RTO), Technical Education Development Institute operates within the RTO Principles and Standards for NVR Registered Training Organisations.

7.0 Guarantee

Technical Education Development Institute will guarantee to provide student support services to complete all training and/or assessment once the student has commenced study in their chosen qualification or course of study, unless the student submits a formal letter of withdrawal notifying the institute that they wish to withdraw.

8.0 Student Contact Officer

A student contact officer detail is:

Name – Ritesh Patel
Phone – 03 9043 3926
Email – ritesh@tedi.vic.edu.au