

STUDENT SUPPORT POLICY & PROCEDURE

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Responsible Person:	CEO	Reviewed by:	CEO
NRCHI Area:	Operational / RTO	Review Date:	Oct 26
Approved and adopted by:	Board of Governance	Next Review Date:	Oct 29

Scope

This policy applies to the CEO, Training Coordinator, trainers, assessors and all NRCHI staff involved in supporting students undertaking accredited training.

It applies to all students enrolled in accredited training at NRCHI, including students who require additional learning support, reasonable adjustments, wellbeing assistance, language support or referral to external services.

Purpose

The purpose of this policy is to ensure that students enrolled in accredited training at North Ringwood Community House Inc. (NRCHI) have access to appropriate facilities, learning resources, educational support and referral services to assist them to participate in training and assessment and work towards successful course completion.

NRCHI is committed to providing an inclusive, respectful and supportive learning environment that recognises individual circumstances, promotes equitable access to training and supports students to develop the knowledge and skills required by their training product.

This policy should be read in conjunction with the NRCHI Reasonable Adjustment Policy, LLND Policy, Enrolment Policy, Pre-Accredited Policy and Access and Equity Policy.

Policy Statement

NRCHI recognises that students may experience learning, language, cultural, personal, financial, health, disability-related or other barriers that affect their participation, progress or achievement.

NRCHI will:

- Identify and respond to student support needs in a timely, respectful and inclusive manner.
- Provide access to appropriate learning resources, facilities, trainers, assessors and student support services.
- Consider individual circumstances when determining appropriate support arrangements.
- Provide information about relevant support options and external services.
- Monitor student engagement and progress and respond to identified difficulties.
- Maintain appropriate records of support arrangements, actions and follow-up.
- Review student support services and use feedback to inform continuous improvement.

Support arrangements will take account of individual needs, the requirements of the training product, NRCHI's capacity and applicable regulatory, legislative and funding requirements.

Students will be encouraged to discuss their support needs and participate in decisions about appropriate arrangements. NRCHI will not make assumptions about a student's needs, abilities or circumstances based on their cultural background, disability, language proficiency or personal history.

Where NRCHI cannot provide a particular service directly, it will discuss appropriate alternatives and, where suitable, refer the student to an external service.

Responsibilities

CEO

The CEO is responsible for overseeing the implementation of this policy and ensuring that appropriate systems, resources and processes are in place to support students.

Training Coordinator

The Training Coordinator coordinates student support, discusses support options with students and staff, arranges referrals where appropriate, monitors student progress, maintains relevant records and contributes to continuous improvement.

Trainers and assessors

Trainers and assessors identify support needs, provide appropriate learning assistance, explain assessment requirements, implement agreed support arrangements, monitor progress and ensure assessment integrity.

Students

Students are encouraged to communicate their support needs, seek assistance, ask questions and participate in agreed support arrangements. Students may request assistance at any stage of their training.

Student orientation and induction

All students commencing accredited training will receive an orientation appropriate to their course and delivery arrangements.

Orientation will include information about:

- Available student support services and relevant contact details.
- Building layout, facilities and accessibility arrangements.
- Work health and safety requirements and emergency evacuation procedures.
- Computer access, internet facilities and learning resources.
- The Student Code of Conduct.
- The Complaints and Appeals Policy and how to raise concerns.
- Training and assessment expectations, submission requirements and feedback arrangements.
- How to seek assistance with learning, assessments or personal circumstances affecting participation.

Students will be informed about how to access learning and assessment resources. Resources may be provided through secure digital access, USB devices or other appropriate formats, taking account of course requirements and accessibility needs.

Students who require assistance understanding or accessing learning resources will be directed to their trainer, assessor or the Training Coordinator.

Refer to the NRCHI Enrolment Policy and Student Orientation Pack.



Access to trainers and assessors

NRCHI recognises that adult learners may require additional guidance when returning to study or undertaking formal training.

Students may seek assistance with course content, assessment requirements, learning resources, study skills or other matters affecting their participation.

Trainers and assessors will explain how and when students can contact them for assistance. Support will be available before and after scheduled training sessions and through agreed communication methods, which may include email, telephone or other approved channels.

Students requiring assistance outside scheduled sessions may contact their trainer, assessor or the Training Coordinator using the contact details provided at enrolment or orientation.

NRCHI will acknowledge and respond to enquiries within a reasonable timeframe, taking account of the nature and urgency of the enquiry. Where a substantive response will take longer, the student will be advised as appropriate.

Student support and advice

NRCHI will use information gathered through pre-enrolment discussions, the Pre-Training Review, LLND assessment and ongoing engagement to determine the training support services appropriate to each student. Support arrangements will reflect the student's individual needs, the requirements of the training product and the support NRCHI can provide or arrange. Where appropriate, support needs and agreed actions will be documented and reviewed throughout training.

The Training Coordinator is the primary contact for general student support and coordination of support arrangements.

Students may seek assistance with learning difficulties, access to resources, study planning, course participation and circumstances affecting their progress.

The Training Coordinator will discuss the student's concerns, identify appropriate options and coordinate assistance with trainers and assessors or external services where necessary.

Identifying student needs and planning support

Pre-Training Review and LLND assessment

NRCHI uses the Pre-Training Review and language, literacy, numeracy and digital literacy (LLND) assessment process to help identify students' existing skills, course suitability and potential support needs.

Information obtained through these processes will be considered alongside student discussions, requests for assistance, trainer and assessor observations, assessment results and other relevant information.

Support needs may be identified during enrolment, the Pre-Training Review, LLND assessment, orientation or at any stage throughout training.

Students may request assistance at any time, including where their needs change after training has commenced.

Refer to the NRCHI Pre-Training Review Policy and Procedure, Enrolment Policy and LLND Policy and Procedure.

Support planning and follow-up

Where a student requires additional support, NRCHI will discuss the student's circumstances and consider suitable strategies.

Depending on the circumstances, support may include:

- Individual study assistance.
- Additional explanations or learning resources.
- LLND or foundation skills support.
- Reasonable adjustments.
- Additional guidance with assessment instructions.
- Referral to external support services.
- An agreed plan to assist the student to re-engage with training.

Where appropriate, support actions, agreed responsibilities and follow-up arrangements will be documented in the student's file.

Support arrangements will be reviewed as needed to determine whether they are appropriate and effective.

Learning resources, study and LLND support

Individual study support

Students may arrange individual study support with their trainer, assessor or the Training Coordinator.

Support may include:

- Clarification of course content.
- Assistance understanding assessment instructions.
- Guidance on study skills and planning.
- Help accessing learning resources.
- Advice on managing assessment tasks and deadlines.
- Additional explanations, practice activities and feedback.

Where further assistance is required, NRCHI may consider additional learning support, foundation skills programs, pre-accredited training or referral to suitable external services.

Language, literacy, numeracy and digital literacy

NRCHI recognises that students may have different levels of confidence and proficiency in English, reading, writing, numeracy and digital literacy.

Support needs may be identified through the Pre-Training Review, LLND assessment, ongoing engagement or requests for assistance.

Depending on the student's needs, support may include:

- Individual guidance and structured study assistance.
- Plain English explanations and clarification of unfamiliar terminology.
- Additional or alternative learning resources.
- Assistance accessing digital resources and completing online learning activities.

- Foundation skills support or referral to suitable pre-accredited programs.
- Referral to appropriate English language programs or external services.

Support strategies will be appropriate to the student's circumstances and the requirements of the training product.

Alternative assessment methods or adjustments will only be used where permitted by the relevant training product and assessment requirements. Support must not compromise assessment validity, integrity or mandatory assessment conditions.

Refer to the NRCHI LLND Policy and Reasonable Adjustment Policy.

Return-to-study support

NRCHI recognises that returning to formal study as an adult can present challenges, particularly for students who have had limited access to education or who are unfamiliar with the Australian VET system.

Students will be encouraged to seek assistance with study skills, learning resources, assessment requirements and confidence in participating in training.

Where appropriate, NRCHI may provide or recommend individual study support, LLND assistance, pre-accredited programs or other suitable services.

NRCHI aims to foster a supportive learning environment in which students can build confidence, develop connections with other learners and participate successfully in training.

Pre-accredited training pathways

NRCHI offers pre-accredited programs designed to develop foundation skills, build confidence and prepare learners for further education, training and employment.

Programs and support activities may include:

- Aged Care Literacy courses that may assist learners preparing for Certificate III in Individual Support.
- Introduction to Computers.
- Intermediate Computers.
- English
- Resume writing.
- Assistance with online applications, including applications for Working with Children Checks, National Police Checks and NDIS Worker Screening Checks.

Where appropriate, students may be provided with information about relevant programs or referred to suitable pre-accredited training to help address identified learning needs.

Training and assessment support

General approach

NRCHI aims to provide fair and flexible training and assessment arrangements that enable students to develop and demonstrate the knowledge and skills required by their qualification.

Trainers and assessors will consider individual learning needs and provide appropriate guidance while maintaining the integrity and required standards of assessment.

Support may include:

- Explaining assessment instructions, task requirements and submission processes.
- Clarifying unfamiliar terminology and Australian workplace language.
- Providing guidance on how to approach assessment tasks without supplying assessment answers.
- Providing examples of expected formats where appropriate.
- Offering additional practice, explanations and feedback before assessment.
- Allowing appropriate time for students to understand instructions and formulate responses, within applicable assessment requirements.
- Providing opportunities for students to ask questions and seek clarification.
- Monitoring progress and discussing additional assistance where difficulties arise.

Practical demonstrations and observations

NRCHI recognises that students may find practical demonstrations and direct observation helpful when developing and demonstrating workplace skills.

Where appropriate, students may demonstrate their competence through practical activities in workplace or simulated workplace environments, supported by verbal questioning, written responses or other assessment methods permitted by the relevant training product.

For students undertaking Certificate III in Individual Support, practical observation may provide valuable evidence of their ability to apply knowledge and skills in relevant situations.

Assessment methods must be selected according to the requirements of the relevant unit of competency and the evidence required to make a valid assessment decision.

Practical observation or verbal questioning must not replace written evidence or other assessment requirements where these are mandatory.

Written assessment arrangements

NRCHI recognises that students have different learning needs, educational backgrounds and levels of confidence using computers. Where permitted by the assessment requirements, students may complete written assessment tasks by handwriting their responses rather than typing them. This arrangement may assist students who have limited digital literacy or who are more comfortable expressing their knowledge in writing by hand.

Students will be provided with clear instructions and appropriate guidance to help them understand and complete assessment tasks. Regardless of the method used to record responses, students must independently demonstrate the required knowledge and skills, and all assessment evidence must meet the requirements of the relevant training product.

Assessment integrity

NRCHI distinguishes between providing learning support and assessing competence. Trainers and assessors may clarify instructions, explain unfamiliar terminology and provide opportunities for practice and feedback. They must not supply answers, complete assessment tasks on behalf of students or provide assistance that prevents the student from independently demonstrating the required knowledge and skills. Assessment methods and any adjustments must remain consistent with the training product and applicable assessment requirements.

All assessment decisions must be based on sufficient, valid, authentic and current evidence of the individual student's competence, consistent with applicable assessment requirements.

Students must demonstrate the required knowledge and skills themselves. Trainers and assessors may explain instructions, clarify terminology and provide appropriate learning support, but must not supply answers or assist in a way that compromises the validity of assessment.

Any adjustment to assessment must preserve the essential requirements of the training product, including required communication skills, workplace performance, safety requirements and mandatory assessment conditions.

Refer to the NRCHI Assessment Policy and Reasonable Adjustment Policy.

Disability access and reasonable adjustment

NRCHI will consider reasonable adjustments to support students with disability to access and participate in training and assessment on an equal basis.

Students may request adjustments during enrolment or at any stage of their training. Staff will discuss the student's requirements and consider appropriate arrangements in consultation with the student and relevant trainers and assessors.

Depending on the student's needs, adjustments may include:

- Assistive technology.
- Accessible learning materials.
- Additional time where appropriate.
- Accessible facilities and suitable assessment environments.
- Alternative ways of communicating responses where permitted.
- Other appropriate arrangements to support access and participation.

Adjustments must enable the student to demonstrate the required knowledge and skills without compromising competency outcomes, assessment validity, assessment integrity, safety or mandatory assessment conditions.

Where a proposed adjustment cannot reasonably be provided or is not appropriate, NRCHI will explain the reasons to the student as soon as practicable and discuss alternative adjustments, support arrangements or referral options.

Detailed requirements for identifying, planning, implementing and reviewing reasonable adjustments are set out in the NRCHI Reasonable Adjustment Policy.

Cultural diversity, language and inclusion

NRCHI is committed to providing an inclusive, respectful, culturally responsive and supportive learning environment that recognises the diverse backgrounds, experiences, language abilities and individual needs of its students.

NRCHI's current student cohort includes many students from the Burmese community, including students with refugee backgrounds. Some students may have experienced disrupted education, displacement or other circumstances affecting their access to learning opportunities.

NRCHI recognises the strengths, life experiences, cultural knowledge and practical skills students bring to their training. Support needs will be considered individually, without making assumptions based on nationality, ethnicity, language, religion or personal circumstances.

All students will be treated with dignity and respect and encouraged to participate in learning, communicate their needs and seek assistance without fear of embarrassment or discrimination.



Language and communication support

NRCHI recognises that learning and completing assessments in English may present challenges for students whose first or preferred language is not English.

Depending on individual needs, support may include:

- Explaining instructions in plain English and clarifying unfamiliar words or terminology.
- Explaining Australian workplace language, expressions and expectations.
- Using visual resources, examples, demonstrations and guided discussion to support understanding.
- Checking understanding and encouraging students to seek clarification.
- Allowing appropriate time to process information and formulate responses.
- Referring students to suitable English language or foundation skills programs.

Trainers and assessors will be mindful that a student may understand a concept but require additional time or support to express that understanding in English.

Any language or communication support provided during assessment must remain consistent with the training product and the skills being assessed. Support must not replace the student's own demonstration of competence or compromise required English language, literacy, numeracy or communication skills.

Where language is a barrier to understanding information about support services, NRCHI will consider appropriate ways to explain available options and assist the student to identify a suitable service. Interpreter or other language assistance arrangements may be considered according to the student's needs, the circumstances and available resources.

Australian education and workplace expectations

NRCHI recognises that some students may be unfamiliar with Australian education and training practices, assessment methods or workplace expectations.

Where appropriate, trainers and assessors will explain:

- The Australian VET system and competency-based assessment.
- Assessment instructions, submission requirements and feedback processes.
- Academic integrity, original work and appropriate use of assistance.
- Classroom participation, teamwork and professional communication.
- Workplace conduct, professional boundaries and employer expectations.

For students undertaking qualifications in individual support, learning support may also address person-centred care, dignity and choice, dignity of risk, privacy and confidentiality, duty of care, work health and safety, and communication with clients, families and colleagues.

These explanations will help students understand and apply the requirements of their training and prepare for employment without reducing competency standards.

Cultural safety and First Nations inclusion

NRCHI aims to foster a learning environment in which students feel welcome, respected and comfortable seeking assistance.

Staff will communicate respectfully, recognise that students have different experiences and perspectives, and remain mindful of potential cultural or communication barriers. Students may contribute their experiences and perspectives if they wish to do so.

NRCHI is committed to providing an inclusive and culturally safe learning environment for Aboriginal and Torres Strait Islander students and students from all cultural backgrounds.

NRCHI recognises the importance of respecting Aboriginal and Torres Strait Islander peoples, cultures, histories and perspectives. Individual support needs will be considered respectfully, and appropriate support or referral options will be discussed where relevant.

NRCHI will promote equal opportunity and respectful participation and respond to concerns about discrimination, harassment, racism or culturally unsafe behaviour in accordance with relevant policies and procedures.

Wellbeing, external referrals and student progression

Student wellbeing and external referrals

NRCHI recognises that personal, social, financial, health, family, employment, settlement or other circumstances may affect a student's participation, attendance, assessment progress and overall learning experience.

Students are encouraged to approach the Training Coordinator, their trainer or assessor, or another appropriate staff member if they are experiencing difficulties that may affect their training.

Where a student raises a concern, NRCHI will discuss the circumstances respectfully, identify suitable support options and, where necessary, agree on reasonable follow-up actions.

Depending on the student's circumstances and preferences, support may include additional study assistance, LLND support, reasonable adjustments, appropriate flexibility within course requirements or referral to external services.

Referrals may include:

- English language and foundation skills programs.
- Community organisations and settlement support services.
- Counselling, mental health and wellbeing services.
- Employment and career services.
- Disability support services.
- Other relevant specialist or community services.

Referrals will be discussed with the student and made with their knowledge and consent wherever practicable, subject to applicable legal and safety obligations.

Where a student raises an urgent safety or wellbeing concern, staff will respond in accordance with NRCHI's applicable emergency, safety and incident management procedures.

Student engagement, progress and intervention

NRCHI will monitor student engagement and progress through relevant information, which may include attendance, participation, assessment submissions, assessment results and communication with students.

Where a student appears to be disengaging, falling behind or experiencing barriers to participation, the relevant trainer, assessor or Training Coordinator will make reasonable efforts to contact the student and discuss the circumstances.

Where appropriate, the discussion will identify:

- Barriers affecting participation or progress.
- Available support options.
- Agreed actions and responsibilities.
- A suitable timeframe for follow-up.

Support may include additional study assistance, clarification of assessment requirements, LLND support, reasonable adjustments, referral to external services or an agreed plan to support re-engagement.

Intervention and follow-up actions will be documented where appropriate. Student progress and the effectiveness of support arrangements will be reviewed as necessary.

Support will be provided respectfully and without making assumptions about a student's reasons for disengagement or difficulty progressing.

Academic and career advice

The Training Coordinator provides students with information and guidance about career pathways, employment opportunities relevant to their training and options for further study.

Where students require specialised career guidance, employment assistance or other professional advice, NRCHI may refer them to suitable external services.

Fees, facilities and other student services

Fees and financial information

NRCHI offers payment plans in accordance with its Fees and Charges Policy.

The Training Coordinator will provide students with information about applicable course fees, payment arrangements and relevant Skills First eligibility requirements, where applicable.

Students will be informed of relevant government-subsidised training requirements and directed to authoritative information where further clarification is needed.

Information about eligibility and future funding entitlements will be provided in accordance with applicable rules and the information available to NRCHI. Students should be advised where eligibility or future entitlements cannot be guaranteed.

IT and learning resources

NRCHI provides access to computers and internet facilities to support student learning and assessment activities.

Students may access computers during scheduled class hours and, subject to availability and booking arrangements, at other times. Free Wi-Fi is available to students.

Students who experience difficulty using computers, accessing learning resources or completing digital learning activities may seek assistance from their trainer, assessor or the Training Coordinator.

NRCHI will consider the accessibility and suitability of its learning resources and technology when identifying and responding to student support needs.



Facilities and other services

NRCHI provides facilities and services to support students' participation in learning and their use of the community house.

Subject to availability and applicable conditions, these may include:

- Photocopying and printing from USB devices.
- Faxing and telephone access.
- Kitchen facilities, tea and coffee.
- Meeting rooms.
- Books and videos.
- Car parking.
- Free Wi-Fi.

Information about the availability and conditions of these services will be provided to students as appropriate.

Privacy, confidentiality and continuous improvement

Privacy, confidentiality and records

NRCHI will handle personal information collected through student support activities in accordance with its Privacy Policy, Confidentiality Policy and applicable privacy and records management requirements.

Students will not be required to disclose cultural identity, personal history or other sensitive information unless reasonably necessary for a legitimate purpose.

Information will only be accessed or shared for legitimate purposes by authorised personnel, or where disclosure is otherwise authorised or required by law.

Where support arrangements need to be communicated to trainers or assessors, only information relevant to implementing those arrangements will be shared.

Support records will be securely stored, with access restricted to authorised personnel who require the information to fulfil their responsibilities.

Student feedback and continuous improvement

NRCHI will periodically review the adequacy and effectiveness of its student support services, facilities, equipment, technology, learning resources and referral arrangements.

Reviews will take account of relevant factors, including:

- Student numbers and identified support needs.
- Staffing, facilities and available resources.
- Student feedback and satisfaction surveys.
- Student engagement, progress and assessment outcomes.
- Complaints, concerns and identified barriers to participation.
- Changes to training products, delivery arrangements or applicable requirements.

NRCHI administers student satisfaction surveys and reviews feedback to identify opportunities for improvement. Relevant findings and agreed improvement actions will be documented and monitored.

Related documents

This policy should be read in conjunction with the following NRCHI documents, as applicable:

- Student Handbook.
- Student Enrolment Pack.
- Student Orientation Pack.
- Enrolment Policy.
- Pre-Training Review Policy and Procedure.
- Pre-Training Review form or record.
- LLND Policy and Procedure.
- Reasonable Adjustment Policy.
- Access and Equity Policy.
- Assessment Policy.
- Fees and Charges Policy.
- Student Code of Conduct Policy.
- Complaints and Appeals Policy.
- Privacy Policy.
- Confidentiality Policy.
- Training Plan.
- Relevant emergency, safety and incident management procedures.

Related Legislation and Compliance

Victorian Registration and Qualifications Authority (VRQA) *Guidelines - Standards for Vocational Education and Training Providers*, including the **2025 Standards for Registered Training Organisations (RTOs)**

Skills First program requirements and applicable VET Funding Contract

Applicable Commonwealth and State Government Funding Agreements, Contracts and Guidelines

Applicable VET legislation, data reporting requirements and regulatory instruments.

Privacy and Data Protection Act 2014 (Vic)

Health Records Act 2001 (Vic).

Document Locations

Electronic file folders accessible by NRCH Administration staff

Policy and Procedure Manual

Date reviewed	Version	Details of changes (if any)	Date of next review
19.3.2021	V2	Change to introduction wording and induction process (number 1)	March 2024
10/5/2022	V3	Updated Related Documents Added information regarding Reasonable Adjustment	May 2025
28/11/2023	V4	Preaccredited support available to accredited students at nrch	November 2025
3/4/2025	V5	Significant reformatting	April 2028
Oct 26	V6	Revision of policy to improve clarity, comply with VRQA Guidelines and 2025 Standards for RTO's and reformat	Oct 29

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