



Sydney College of Professional Education Pty Ltd
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Sydney College of Professional Education Pty Ltd | RTO Code: XXXXX

Student Support Policy & Procedure

SCOPE

This policy applies to all Sydney College of Professional Education (SCPE) staff who deal with all matters concerning VET student support (**DOMESTIC STUDENTS**) during all phases of student journey. Sydney College of Professional Education Pty Ltd's Staff will support students directly or indirectly through all phases (**Five phases**) of student journey Sydney College of Professional Education all possible mechanisms outlined in this Document.

This Policy and Procedure outlines specific student support that the RTO has in place at the level of each PHASE of the student journey, and how, and when the RTO staff will deploy the support.

All staff members will be referencing this Policy during deploying support.

The Policy applies to **Domestic Students**.

MAIN TIP TO SUPPORT

Being a staff member required to support supports, **YOU THINK AS IF YOU ARE THE STUDENT**. By Imagining the role of a student will give you simple insights into supporting students. Most of the times, providing just providing accurate information to students mean a lot to them, and is enough to resolve the support crisis at hand. Hence, providing information is key support that we have. Also, it requires all our Staff to know their role in depth and what information the student may ask.

Related Documents / Systems / Policy / Procedure

- ❖ Student Recruitment and Enrolment policy
- ❖ Pre-enrolment phase
- ❖ Language literacy and numeracy (LLN) assessment
- ❖ Reasonable adjustment Policy & procedure
- ❖ Access plan (Appendix A)
- ❖ Website
- ❖ Training and assessment strategies
- ❖ Marketing & Advertising Policy
- ❖ Marketing Brochure (s)
- ❖ Student Handbook
- ❖ Training and assessment strategies
- ❖ Complaints and appeal policy and procedure
- ❖ Fees / Refund Policy
- ❖ Learner assessment guide
- ❖ Learning material

POLICY

This policy supports Standards for RTOs 2015 - **Standard 1, 2, 3, 4, 5 and 6**, and specifically:

1. Sydney College of Professional Education Pty Ltd is committed to supporting students to achieve successful outcomes.

2. The RTO has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:
 - a. trainers and assessors to deliver the training and assessment;
 - b. educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment;
 - c. learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
 - d. facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.

Five (5) PHASES OF STUDENT JOURNEY

Sydney College of Professional Education Pty Ltd's Staff will support students directly or indirectly through all **5 phases** of student journey Sydney College of Professional Education all possible mechanisms outlined in this Document. Since support given in all phases varies and is very complex, the SCPE Staff is to reference **TABLE 1 – FIVE PHASES OF STUDENT SUPPORT** to ascertain exact support, responsibility, requirements, mechanisms and pertaining documents and policies. The Staff member will contact the CEO for any clarification.

PHASE 1 - SYDNEY COLLEGE OF PROFESSIONAL EDUCATION SUPPORT

During the first Phase, the RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses. SCPE's response to the required support during **the first phase** considers student's experience of marketing and recruitment. Students and employers need clear, accurate and readily accessible information to make informed choices about the training that will best meet their needs.

To give our Staff some context, ASQA's strategic review of the marketing and advertising practices of registered training organisations (RTOs) in 2013 found that almost 50 per cent of those reviewed were potentially misleading consumers. ASQA's 2017 strategic review of 'unduly' short training (courses that are delivered in significantly shorter timeframes than reasonably required to ensure students gain the competencies specified in the training) investigated how RTOs advertise course duration on their websites. The review found that in many cases information was either absent, widely variable in relation to the same qualifications, or inconsistent in terms of the way it was presented. The inconsistency in this information makes it difficult for consumers to identify the provider and course that will meet their specific needs".

PHASE 2 - SYDNEY COLLEGE OF PROFESSIONAL EDUCATION SUPPORT

This second support phase focuses on the student's enrolment experience with Sydney College of Professional Education Pty Ltd. Under the Standards for Registered Training Organisations 2015 (the Standards) relevant to the enrolment phase of the student journey, the SCPE staff members are responsible for:

- i. informing and protecting students (clauses 5.1 to 5.3)
- ii. protecting pre-paid fees by students (clause 7.3)
- iii. providing credit for prior studies (clause 3.5).

Relevant staff responsible for sharing College information with students are to reference Table 1 to gain in-depth insight into supporting students.

Regulatory Context: Students have told ASQA that it is important that they: receive accurate advice about a course to ensure it meets their needs before they enrol can understand details about the course—such as how long the course will take, the study requirements and assessment methods understand their own rights and responsibilities as well as their RTO's are aware of costs, payment terms and conditions (including refund policies). ASQA continues to focus on learner protection because the results of successive ASQA strategic reviews have shown that many students are not receiving adequate or accurate information before enrolment. This means that students are often not fully informed before making decisions about their training. This lack of information can have a significant impact on students—increasing the potential for them to drop out of the course and/or suffer financial loss. For RTOs, this can lead to a loss of reputation and higher numbers of complaints.

ENROLMENT STEPS				
Enrolment Steps	Fee (s) Payable	Document (s)	Assessment Type	College Staff Action
Step 1	Not Applicable at this stage	Student will read marketing information from college (website, Course Flyer) or Agent.	The student will informally assess the marketing materials whether the course, college and country are suitable for the student. This is a critical step and students are advised to discuss marketing information with their superiors and / or parent/guardians.	The College will provide further information (in addition to Website, Marketing Brochure, agent) if required by the student. Staff is to support student Sydney College of Professional Education email, phone to provide information.
Step 2	(non-refundable Application fee)	Student will also fill Enrolment Form	College will assess whether all documents are submitted by student that are required on Enrolment Form.	College will clarify certain points in Enrolment Form or Documents submitted (mistakes, errors by student on Enrolment Form) if further clarity is required.
Step 3	The non-refundable Application fee covers this step.	Pre-enrolment Interview	It is a pre-enrolment assessment that will allow the college to know critical information about the student (i.e., course credits, English level, student expectations, course suitability to students, students' prior experience, special support, other salient information)	The College will assess students' responses to Enrolment Form and Pre-enrolment Interview to ascertain whether: The College and its courses are suitable for students, the student has required prior skills and knowledge to undertake the course, support, English levels, student expectations match what is reasonable.
Step 4	The non-refundable Application fee covers this step.	LLN assessment (i.e., oral, written) <i>OR</i> Alternatively, the student may provide prior education certifications to seek exemptions from LLN Assessment.	The College will undertake language, literacy and numeracy assessment to ascertain required levels of knowledge and oral skills as per ACSF (applicable English language criteria for Australian Qualifications)	The College ensures that the student has relevant and required skills to complete the specific course. Also, LLN assessment allows the College to know in advance whether any student requires any support.
			The College will send students information	

<p>Step 5</p>	<p>No fees are acceptable prior to the student agreeing to the College Offer and conditions by way of signing Student Handbook.</p>	<p>Student will read Student Handbook. College will offer Student a place by making the student sign the last page of the Handbook that the student understood all terms and conditions.</p> <p>Or reject students' offer</p> <p>(this may happen in person, or Sydney College of Professional Education email, documents)</p>	<p>about their classrooms and assessment timetable etc.</p> <p>A student enters the training and assessment by agreeing to Student Handbook. Staff will also assist students in inducting to Student Handbook. However, Student had already signed enrolment form, but that was subject to LLN and admission requirements.</p> <p>Alternatively, if the Student did not meet the LLN and other requirements (e.g., documentary requirements, prior qualifications, experience), the College will advise students in person or Sydney College of Professional Education email.</p>	<p>The College will check whether the student has signed Student Handbook and Enrolment Form appropriately. College may seek further clarification whether the student understood the conditions.</p>
<p>STAFF NOTE: All the initial five (5) steps may happen during the same day, however, the STAFF is to follow the right Sequence of steps. That is that Step 1 is ahead of Step 2 and so on...</p>				
<p>Step 6</p>	<p>Student pays 1st Fees instalment required in Marketing Brochure.</p>	<p>Student will get payment receipt and time for next instalment.</p>	<p>The student receives the documents outlining course, fees paid and payable) from college. The student checks enrolment information for accuracy. Student may also obtain USI, if not done already.</p>	<p>The College ascertains whether the student has paid and received the Course Materials, fees instalment plan, & Time-Table.</p>

PHASE 3 - SYDNEY COLLEGE OF PROFESSIONAL EDUCATION SUPPORT

The third support phase focuses on how SYDNEY COLLEGE OF PROFESSIONAL EDUCATION support students' progression in their learning. Empowering students to optimise their Learning comprises the third phase of the student journey.

Under the Standards for Registered Training Organisations 2015 (the Standards) relevant to the support and progression phase of the student journey, RTOs are responsible for:

- i. supporting students (clause 1.7)
- ii. keeping students informed (clause 5.4)
- iii. managing complaints and appeals (clauses 6.1 to 6.6).

As per Clause 1.7, SYDNEY COLLEGE OF PROFESSIONAL EDUCATION ensures that students receive training, assessment and support services that meet their individual needs. SYDNEY COLLEGE OF PROFESSIONAL

EDUCATION has deployed human and financial resource along with tailored facilities to facilitate learning in students; with the single purpose – ‘to maximise the outcomes for the learner’.

As per clause 5.4, our staff is to always ensure that students remain fully informed about any changes to agreed services.

Regulatory Context: ASQA’s strategic reviews have found overall a sound rate of compliance with clause 1.7. However, it is important to note that the Standards include a broad definition of ‘educational and support services’ that includes training and assessment services. Complaints about training and assessment are the most common complaints received by ASQA, and ASQA has found the highest rate of non-compliance with standards relating to training and assessment.

PHASE 4 - SYDNEY COLLEGE OF PROFESSIONAL EDUCATION SUPPORT

The fourth support phase focuses on the training and assessment phase of the student’s experience.

This is the most comprehensive support phase. The main aim of the training and assessment is to provide training that translates vocational outcomes.

Regulatory Context: High-quality training and assessment means students are well equipped for employment or further study; their qualification is seen as credible when they enter the job market; and they are judged by employers as holding the skills and competencies specified in their qualification.

In turn, high-quality training and assessment means that employers can have confidence that vocational education and training (VET) graduates in the workplace will safely and productively apply the skills described by their qualification.

Similarly, Students have told ASQA that it’s important to them that:

their teachers, trainers and assessors are professional and knowledgeable about their subjects and industry areas

the amount of training is enough to allow them to practise new skills before they are assessed

they can access good-quality learning resources and facilities

assessment activities are fair and well explained and students are given helpful feedback.

Under the Standards for Registered Training Organisations 2015 (the Standards) relevant to the training and assessment phase of the student journey, SYDNEY COLLEGE OF PROFESSIONAL EDUCATION’s staff is responsible for: implementing, monitoring and evaluating training and assessment strategies and practices (clauses 1.1 to 1.4 and 2.2)

- i. engaging with industry (clauses 1.5 and 1.6)
- ii. conducting effective assessment (clauses 1.8 to 1.12)
- iii. employing skilled trainers and assessors (clauses 1.13 to 1.16)
- iv. providing supervision of trainers where needed (clauses 1.17 to 1.20)
- v. employing experts to teach trainers and assessors (clauses 1.22 to 1.24) - (Note: Clause 1.21 is no longer applicable. RTOs should refer to clause 1.23 for current requirements in relation to trainers and assessors delivering
- vi. training and assessment qualifications.)
- vii. engaging independent validators to conduct the quality reviews of training and assessment qualifications (clause 1.25)
- viii. managing transitions from superseded training products (clauses 1.26 and 1.27).

PHASE 5 - SYDNEY COLLEGE OF PROFESSIONAL EDUCATION SUPPORT

The fifth support phase focuses on the completion phase of the student’s experience with SYDNEY COLLEGE OF PROFESSIONAL EDUCATION; the end of their training and assessment; and the issuance of their certification.

This is the fifth and final phase of the student’s journey.

Since, the integrity of qualifications issued is critically important to students (and their employers). They need to be confident that their training and assessment has been high quality. The staff is to ensure that students receive their certification in a timely way to ensure they are not disadvantaged in seeking employment.

Regulatory Context: Under the Standards for Registered Training Organisations 2015 (the Standards) relevant to the completion phase of the student journey, RTOs are responsible for:
providing secure certification (clauses 3.1 to 3.4)
participating in the Student Identifier scheme (clause 3.6).

PURPOSE OF THE TABLE 1

Sydney College of Professional Education Pty Ltd has put together a Table outlining several Phases and our response to those phases in supporting students. Since the whole framework is considerably complex, to make it easy for our staff, the whole information is presented in a simple Table. The table will guide you on the following:

- ❖ Is your role implicated in the phase of student journey?
- ❖ If you are implicated and involved, what other Policy & Procedure (s) you need to follow to provide the timely student support?
- ❖ What Support is there for our students?
- ❖ When to provide student support as timing is critical?
- ❖ Who else is responsible in supporting students in that Phase?
- ❖ What are the ASQA Clauses implicated in that phase of student support.

TABLE 1 – FIVE PHASES OF STUDENT SUPPORT

PHASE	STUDENT JOPURNEY	APPLICABLE CLAUSE (s)	AVAILABLE RTO SUPPORT	APPLICABLE RTO POLICY / PROCEDURE / SYSTEM	STAFF RESPONSIBLE
1	Marketing and recruitment Introduction	Clause 4.1 Provide accurate and accessible information to prospective and current students	Sydney College of Professional Education Pty Ltd provides its students and employers clear, accurate and readily accessible information to make informed choices about the training that will best meet their needs Sydney College of Professional Education Marketing Brochures, Website, Student Handbook and Sydney College of Professional Education email. SYDNEY COLLEGE OF PROFESSIONAL EDUCATION International College staff will respond to any phone call, email or in-person query to provide useful support, permitting the dissemination of accurate information about our services, fees, scope, and others.	Marketing & Advertising Policy Student Support Policy & Procedure Website Marketing Brochure	CEO Director Student Support Person (also does Admin work)
2	Enrolment	Informing and protecting students (Clauses 5.1 to 5.3) Protecting pre-paid fees by students (Clause 7.3) Providing credit for prior	Sydney College of Professional Education Pty Ltd ensures that its potential clients receive accurate advice about a course to ensure that the course meets their needs before they enrol. This is achieved Sydney College of Professional Education collection of useful information from learners Sydney College of Professional Education a formal, pre-enrolment document. - Appropriate staff is to check whether the student has completed all Pre-enrolment Interview document. Pre-enrolment Interview: The document contains several questions for the potential client. The questions specifically cover whether: - the course / unit / module is suitable for the client, - learner has required skills and knowledge (LLN) to complete the selected unit/course, - learner has prior qualification and is suitable for CT/RPL, - the learner can commit to number of hours per week as per course requirements, - the learner anticipations from the course are in line with what SCPE could provide, - the delivery methods, location, duration of the course is suitable for the learner, - the learner needs specific support (e.g., LLN support, disability support, -Furthermore, Sydney College of Professional Education Pre-enrolment Interview and marketing system (Marketing Brochure, Website, Student Handbook), - students can understand details about the course — i.e., how long the course will take, the study requirements and assessment methods Sydney College of Professional Education Student Handbook, students will understand their own rights and responsibilities as well as their RTO's. SCPE ensures that learners are aware of costs, payment terms and conditions (including refund policies).	Student Recruitment and Enrolment policy Student Support Policy & Procedure Pre-enrolment Interview Pre-enrolment Assessment (by RTO staff assessing the student for admission requirements,	CEO Directors Student Support Person (also does Admin work)

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		<p>studies (Clause 3.5).</p> <p>Protecting pre-paid fees by students (Clause 7.3) The staff responsible for Fees collection is informed that Sydney College of Professional Education Pty Ltd will not collect more than \$1500 in prepaid fees from a prospective or current student. Staff is to collect fees as per the fees outlined on the Marketing Brochure.</p>	<p>support and whether course is suitable)</p> <p>Student Handbook</p> <p>Language literacy and numeracy (LLN) assessment (LLN ASSESSMENT)</p> <p>Reasonable adjustment Policy & procedure</p> <p>Access plan (Appendix A has template)</p> <p>Training and assessment strategies <input type="checkbox"/> Complaints and appeal policy and procedure</p>	
		<p><i>Clause 1.7 requires RTOs to ensure that students receive training, assessment and support services that meet their individual needs.</i></p>		<p>CEO</p>

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<p>3</p>	<p>Support and progression</p>	<p><i>Supporting students (clause 1.7)</i></p> <p><i>Keeping students informed (clause 5.4)</i></p> <p><i>Managing complaints and appeals (clauses 6.1 to 6.6)</i></p>	<p>The CEO and the Director is to ensure that the RTO has enough trainers and assessors and support staff to serve students. Trainer/assessor Recruitment Policy & procedure for Professional Development will be referenced during trainer and assessor recruitment & maintaining their VET & industry Currency.</p> <p>Trainers and assessors and Director are to provide students with weekly timetable outlining training and assessment plans. Also, the students must be provided with necessary Study materials (e.g., Materials such as books) on time and during Enrolment Procedure. Trainers are also to ensure that Learners have adequate access to the required equipment during training, e.g.:</p> <ul style="list-style-type: none"> - Study desk and chair - Projector - White board - Power-Point outlined in session plans - Access to books (note: access to prescribed Texts as per training and assessment strategies & Session Plan) - Simulated equipment list - IBSA Resources - Cover Sheet (for Learners to use with their assessments) - Power-Points for learner knowledge <p>CEO is to ensure that all equipment outlined in TASs / facility Checklists / Sessions Plans and / or otherwise required, be in place. CEO is to also ensure that classroom furniture, materials, & computers & printers are in working order all the time.</p> <p>Other Staff is email CEO in case the equipment or new facility is required. This includes materials required to support students.</p> <p>Furthermore, the following materials are for trainers and assessors to carry-out effective training and assessment:</p> <ul style="list-style-type: none"> - Assessment Matrix Mapping Doc - Session Plans & Class Timetable - Assessor Workbook - Case-study assessor workbook - Power-Points for Classroom Sessions - The TAS - Mapping Tools for each unit - Third Party requirements <p>CHANGES</p>	<p>Student Support Policy & Procedure</p> <p>Sessions Plans</p> <p>Training & Assessment Strategies</p> <p>Pre-enrolment Interview</p> <p>Complaints and Appeals Policy & Procedure (including implicated documents)</p> <p>Fees / Refund Policy</p>	<p>Directors</p> <p>Student Support Person (also does Admin work)</p> <p>Trainers and Assessors</p>
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			<p><i>Clause 5.4</i> Where there are any changes to agreed services, the RTO advises the learner as soon as practicable, including in relation to any new third-party arrangements or a change in ownership or changes to existing third-party arrangements.</p> <p>The CEO will ensure that where there are any changes to agreed services, the RTO advises the learner within 7 Calendar days.</p> <p>COMPLAINTS & APPEALS The CEO will be responsible for supporting students during complaints and appeals. This support will include: conversation with the learner & parties involved, email support, phone support, arranging independent resolution as per Complaint and Appeal Policy & Procedure, and email notifying the outcome of appeal or complaint to the learner/party involved. If the Appeal is regarding refund, staff is to refer to the Fees & Refund Policy & Procedure</p> <p>The CEO & other Staff (trainer, that contact with the student is to alert students to the information provided in Student Handbook outlining External Counselling or other helpful Services:</p>		
4	Training and assessment	<p>Implementing, monitoring, and evaluating training and assessment strategies and practices (clauses 1.1 to 1.4 and 2.2)</p> <p>Engaging with industry (clauses 1.5 and 1.6)</p> <p>conducting effective assessment (clauses 1.8 to 1.12)</p> <p>Employing skilled trainers</p>	<p>Sydney College of Professional Education Pty Ltd ensures to obtain regular feedback about its trainers and assessors ensuring that its trainers and assessors are professional and knowledgeable about their subjects and industry areas. Furthermore, trainers and assessors are recruited by implementing Trainer/Assessor Recruitment Policy & Procedure. To ensure that the RTO trainers deliver industry current & relevant training, it is important first that the trainers know keep up with the current Industry & VET knowledge.</p> <p>SCPE trainers and assessors will be expected to engage in regular VET and Industry related professional development. Trainers and assessors will be supported for their efforts either by SCPE paying for their PD or giving them time-off for their Industry placement.</p> <p>Furthermore, the amount of training of our course (s) is sufficient to allow our learners to practise new skills before they are assessed. SCPE engage in classroom delivery along with placement and self-paced learning, allowing learners to accomplish required skills.</p> <p>SUPPORT INSTRUCTIONS FOR TRAINERS AND ASSESSORS</p> <p>LLN Support: Language, Literacy and Numeracy (LLN): SCPE has implemented LLN assessment to assess LLN levels of its learners as per the ACSF requirements pertaining to the Course. Learners with</p>	<p>Student Support Policy & Procedure</p> <p>Sessions Plans</p> <p>Training & Assessment Strategies</p>	<p>Student Support Person (also does Admin work)</p> <p>CEO</p> <p>Directors</p> <p>Trainers</p>

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		<p>and assessors (clauses 1.13 to 1.16) providing supervision of trainers where needed (clauses 1.17 to 1.20) employing experts to teach trainers and assessors (clauses 1.22 to 1.24) - (Note: Clause 1.21 is no longer applicable. RTOs should refer to clause 1.23 for current requirements in relation to trainers and assessors delivering training and assessment qualifications.) engaging independent validators to conduct the quality reviews of training and assessment qualifications (clause 1.25) managing transitions from</p>	<p>certain level qualifications are exempted from LLN assessments. To know this, The RTO conducts a Pre-enrolment Interview prior to enrolling participants in the unit (s) / course (s) to determine LLN exemption & needs. Although, this cohort of learners is expected to demonstrate proficient LLN skills, LLN assessment will take place prior to course commencement to assess an individual's skills and capabilities and relevant educational support will be facilitated by the trainer. The RTO staff (Trainers and assessors) is to alert students/learners to the useful websites:</p> <ul style="list-style-type: none"> - http://prevet.net.au/#section-1 - https://www.acer.org/cspa/lln-resources-for-teaching-and-learning - http://www.ideasthatwork.com.au/lln/introduction-to-lln/ - http://www.australiancurriculum.edu.au/generalcapabilities/literacy/introduction/introduction to enquire about their nearest LLN support centre. <p>Trainers may visit the following website to gain some practical tips for LLN support to Learners:</p> <ul style="list-style-type: none"> - http://www.ideasthatwork.com.au/lln/practical-lln-tips-for-trainers-and-assessors/ - https://tlrg.com.au/pages/lln-robot <p>Trainers, assessors and Enrolment Staff responsible for administering LLN Assessment is to receive training from the CEO on how to administer and support students using LLN ASSESSMENT.</p> <p>Off-campus Skype Contact: Trainers and assessors are to provide the RTO Skype (SKYPE ID: SCPE access to learners. All Trainers and assessors involved in the delivery of the training and assessment MUST support students Sydney College of Professional Education Skype in addition to phone, email and on-campus contact.</p> <p>Off-campus Email Support: Trainers and assessors are to provide the RTO Skype access to learners. All Trainers and assessors involved in the delivery of the training and assessment MUST support students Sydney College of Professional Education Skype in addition to phone, email and on-campus contact.</p> <p>On-Campus Contact: Trainers and assessors are to provide the RTO Skype access to learners. All Trainers and assessors involved in the delivery of the training and assessment MUST support students Sydney College of Professional Education Skype in addition to phone, email, and on-campus contact.</p> <p>Extra-classes: SCPE makes the provision of extra classes if there is a need. If this is the case, trainers and assessors are to report to the CEO to organise extra classes for learners. SCPE provides this service for free of charge to keep their learners on track with course requirements.</p> <p>Identifying Students at Risk:</p>	<p>Learning Resources</p> <p>Assessment Tools</p> <p>LLN Assessment (if any)</p>	<p>Assessors</p>
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		superseded training products (clauses 1.26 and 1.27)	<p>SCPE identifies a student/learner /client at “at risk” of not meeting satisfactory course progress requirements, if:</p> <ol style="list-style-type: none"> I. The learner/student fails two (2) units in a ROW (if the student is undertaking qualification). II. If the Learner is enrolled in an individual unit of competency, our student support is straightforward – to provide the student with two (2) FREE chances of submitting assessments after initial failed attempt. III. Failing to show to up on classes without any notice for three (3) weeks in a row. IV. Failing three (3) assessment tasks in a row. <p>Sydney College of Professional Education Pty Ltd’s trainers monitor regular class attendance. Also, the assessors will provide written notice to the CEO about any student at being risk based on <i>incompetent results</i>. The CEO, then implements the SCPE intervention Policy to support students. The Access plan (see Appendix A) will be to put together by the CEO by consulting with the trainer/assessor and students to provide academic support and/or assistance to the student identified ‘at risk’ of achieving satisfactory academic progression.</p> <p>The purpose of this policy is to identify <i>students at Risk</i> is to ensure that the College monitors the workload of students to ensure they complete their course within the duration specified on training and assessment strategy and Marketing Brochure.</p>		
5	Completion	<p>Providing secure certification (clauses 3.1 to 3.4)</p> <p>Participating in the Student Identifier scheme (clause 3.6)</p>	<p>The CEO is responsible for signing all AQF Certification. The RTO Support person will send learners AQF Certification as per the RTO policy on Certification Issuance Policy.</p> <p>Qualifications or Statement of attainments must be given to students within 30 Calendar days.</p> <p>All staff that is in immediate contact will supports for Certification-related requests. The students are to be sent timely responses on their requests concerning AQF Certification.</p>	<p>Student Support Policy & Procedure</p> <p>Certification Issuance Policy</p>	<p>Student Support Person</p> <p>CEO</p> <p>Trainers and Assessors</p>
		Ensuring authorised executive officers are in place and meet	<p>The RTO Director and the CEO ensure that students engage in high-quality student experiences and learning outcomes. This is ensured by policies, procedures, and systems to train, assess and support students.</p>		

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<p>RTO Governance</p>	<p>Regulatory compliance and governance practice</p>	<p>Fit and Proper Person Requirements (clause 7.1)</p> <p>Satisfying Financial viability Risk Assessment Requirements (clause 7.2)</p> <p>Complying and reporting (clauses 2.1 and 8.4 to 8.6) recording, monitoring and reporting third-party arrangements (clauses 2.3, 2.4 and 8.3)</p> <p>Holding public liability insurance (clause 7.4) meeting Data Provision Requirements (clause 7.5) providing requested information to ASQA (clauses 8.1 and 8.2).</p>	<p>All staff members are required to Contact the CEO if you have any questions pertaining to support requirements and what is expected from you during each phase of the student journey.</p>	<p>Student Support Policy & Procedure</p> <p>RTO Governance Policy & Procedure</p>	<p>Student Support Person (also does Admin work)</p>
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SOME TIPS FOR STAFF & TRAINERS AND ASSESSORS

- ❖ The RTO trainers and assessors are the first point of contact to determine whether a student requires academic and non-academic support.
- ❖ The RTO trainers and assessors are required to pay attention to learning difficulties that some learners might experience during training / assessments.
- ❖ The RTO conducts Pre-enrolment Interview (i.e., a self-assessment as part of the enrolment process) to determine support needs of learners. However, if a learner is not identified during pre-enrolment information gathering due to personality reasons, trainers/assessors must bring this to the attention of the CEO soon they notice that learner may need additional support.
- ❖ The RTO will also conduct Language literacy and numeracy assessment to determine required LLN levels to complete the units. This
- ❖ Trainers and assessors are to provide students with information that Students/learners may visit the website, <http://www.australiancurriculum.edu.au/generalcapabilities/literacy/introduction/introduction>, to enquire about their nearest LLN support centre.
- ❖ If a learner is identified with LLN related support, the RTO is unable to enrol students, however, if a learner can demonstrate LLN skills at a further point and after seeking LLN related help from external resources, the RTO will provide the learner another opportunity to sit LLN assessment.
- ❖ The RTO is unable to enrol students who do not meet LLN requirements. However, if a student has a disability, the support is provided as per the RTO policy on reasonable adjustments and an access plan is put together.
- ❖ Trainers / assessors are to invite students for off-campus discussions and support.
- ❖ Trainers and assessors are to provide extra optional support to students who are going through difficulties.
- ❖ Trainers / assessors are to use Skype and Google Hangouts to provide Webinar support.
- ❖ All support provided will be documented in the student file.

Reasonable adjustments

Reasonable Adjustments are measures or actions to assist a student with a Disability to participate in learning, teaching, and assessment on an equivalent basis to other students that are determined as reasonable.

- ❖ Whether an adjustment is reasonable will be determined in accordance with the **Disability Standards for Education**. This will involve considering all the relevant circumstances and interests, including the student's Disability; the effect of the proposed adjustment on the student and on anyone else affected, including SCPE staff and other students.
- ❖ Notwithstanding the above, an adjustment is not reasonable if it would:
 1. Compromise the integrity of the program or course or assessment requirements and processes; or
 2. Remove or bypass any Inherent Requirements.

Making decisions about reasonable adjustment: Once information has been shared, decisions about reasonable adjustment should be made collaboratively with the learner, trainers, and the student support teams, e.g., CEO. Sometimes, when it is difficult to identify evidence of need or where the impacts are more complex, teaching staff may seek further advice from external experts.

There are specific needs that SCPE might consider during the decision-making process tapping reasonable adjustments.

- ❖ Writing
- ❖ Reading
- ❖ Hearing
- ❖ Communicating with others or getting ideas across
- ❖ Moving or manipulating objects
- ❖ Paying attention/staying on track
- ❖ Sitting for long periods
- ❖ Moving around the learning environment
- ❖ Remembering/retention
- ❖ Dealing with frustration.

Sometimes a learner is unable to meet the inherent requirements of the course, even with reasonable adjustment. For example, Occupational Health and Safety requirements can preclude learners' participation in some core course activities. If the course is not suitable for the learner, RTO will offer counselling about alternative training and career path options.

See the Reasonable adjustment policy for detailed information.

Examples of alternative assessment methods which trainers/assessors may utilize at their discretion.

If a learner has difficulty with	you might be able to adjust your assessment through
concentration	<ul style="list-style-type: none"> • split sessions – break the assessment into appropriate component parts which can be undertaken separately • rest breaks in lengthy sessions • separate assessment venue if learner is distracted by others' movements or noise • additional time • a variety of assessment methods, for example, recording devices for oral testing, telephone assessments for off campus testing • evidence provided by the learner of completing the task in another venue, for example, an employer could verify satisfactory demonstration of the competence.
expressing knowledge in writing	<ul style="list-style-type: none"> • oral assessment • digital recorder or similar • a scribe • sign language interpreter • additional time.
spelling and/or grammar	<ul style="list-style-type: none"> • additional time • a scribe • sign language interpreter • oral assessment • digital recorder or similar • a computer with generic (Microsoft Word) spelling and grammar checkers, dictionaries, thesauruses, or specialized literacy software (for example, Spell Master; Read and Write Gold) • models and practical examples for the learner to demonstrate what he/she means • alternative assessment methods such as recorded interviews, slide presentations, photographic essays, or models.
numbers and numerical concepts	<ul style="list-style-type: none"> • additional time • a calculator • assistive technology/equipment, for example, talking calculator.
understanding spoken information and instructions	<ul style="list-style-type: none"> • additional time • written instructions to complement the spoken information/ instructions • sign language interpreter • rest breaks or split sessions • simple direct language (plain English) • step-by-step instructions

If a learner has difficulty with	you might be able to adjust your assessment through
	<ul style="list-style-type: none"> • repetition of information given • paraphrasing to check for understanding – ask the learner to repeat what she/he is required to do • demonstration of what is required.
examination-related stress	<ul style="list-style-type: none"> • additional time • rest breaks • separate examination venue • online assessment • other assessment methods, for example assignment or third-party evidence.
the English language	<ul style="list-style-type: none"> • a computer with spelling and grammar checker, dictionary, and thesaurus • additional time • language interpreter.
maintaining writing posture for any length of time or writing quickly	<ul style="list-style-type: none"> • digital recorder or similar • oral assessment • a personal computer (if using a keyboard is preferable / more comfortable than writing) • rest breaks • a scribe • other assistive technology or equipment • additional time.
reading standard-sized print/ handwriting	<ul style="list-style-type: none"> • technology such as magnifying devices to enlarge print or screen readers • Braille examination papers (with tactile diagrams, maps) • specialized writing pens • oral assessment or recorded questions • a reader • additional time • models, graphics, or practical examples to illustrate questions • heavy lined paper.
hearing verbal information	<ul style="list-style-type: none"> • facing the learner and speaking clearly (if a learner lip-reads) • producing all relevant information in writing • assistive technology/equipment • sign language interpreter • additional time.
physical tasks such as turning pages	<ul style="list-style-type: none"> • a disability support worker • a personal assistant provided by the learner • alternative methods of competence demonstration, for example, oral assessment or third-party evidence • assistive technology / equipment • additional time.

If a learner has difficulty with	you might be able to adjust your assessment through
oral communication	<ul style="list-style-type: none">• additional time• an interpreter• a computer with voice synthesizer• a reader of the learner's work

* **Source:** Department of Education and Training - Reasonable Adjustment in teaching, learning and assessment for learners with a disability - A guide for VET practitioners

Consider other needs of the learner's Physical environment

- Lighting and the elimination of glare for learners with low vision or epilepsy
- Suitable furniture
- Adequate space for equipment and support personnel
- Access to power points for equipment.
- Separate examination venue if distracted by others
- If creating distraction due to noise when using equipment or support personnel. NB: Learners who are blind may need orientation to unfamiliar venues

Access Plan (Appendix A)

The Access Plan refers to the formal written statement prepared by the participants' nominated trainer and assessor in consultation with the Manager, RTO. The Plan outlines the impact of a student's Disability and the Reasonable Adjustments applied to enable the student's equitable access to learning, teaching and assessment.

- ❖ An *Access Plan* will be prepared by the student support service in consultation with the student. The Disability Service may consult with the course trainers or other appropriate faculty staff in order to determine whether a proposed adjustment would be reasonable.

Tips on Non-academic support

- ❖ Referring students to external services. Support to access external services e.g., counselling, financial advice etc., (will be done on a case-to-case base). Learners may access counselling on their own cost by contacting: as mentioned in Student Handbook.
- ❖ Although, all learners are required to have access to a computer, learners are provided access to laptops if there is a need.
- ❖ Flexible delivery and reasonable adjustments: Sydney College of Professional Education Pty Ltd recognises that some people are better suited to learning Sydney College of Professional Education teaching methods not usually obtained in the traditional classroom setting. With some minor adjustments to teaching and assessment methods, the learner who is experiencing difficulty in learning and achieving the desired results in the traditional setting may show considerable improvements.
- The staff and management of Sydney College of Professional Education Pty Ltd respect these differences among Learners and will endeavour to make any necessary adjustments to their methods in order to meet the needs of a variety of Learners. For example, the inability to complete a written assessment will not be interpreted as a sign of incompetence, provided the learner can verbally demonstrate competency.
- ❖ Learners are provided access to the RTO's complaints and appeals policy and procedure.
- ❖ Learners have access to the RTO classrooms, facilities as per the facility checklist.

Student Handbook

Information on RTO policies and support is provided to all learners Sydney College of Professional Education Student Handbook prior to or at the same time of enrolment.

All students are provided with a copy of the Student Handbook prior to enrolling with the RTO.

The handbook contains information on:

- Services, facilities, and resources available to students
- Student support policy
- Fees and refunds
- Complaints and appeals
- Reasonable adjustments
- Access plan
- Flexible delivery
- Assessment Policy
- Legislation related information
- Simulated learning
- Training locations
- Fees and refunds
- Student obligations
- Support during course transition

Appendix A

Access Plan

CEO Name	
CEO Signature	
Learner Name	
Learner Signature	

Review of health practitioner report or participant's self-report

Comments.....

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Review of practitioner's recommendations

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Services & Accommodations

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implications of the disability and/or health condition which are likely to impact on participation on components throughout the unit(s) of competency

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The learner's skills at that time (i.e., assistive technology, equipment, compensatory strategies)

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Learner Preferences

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Applied Reasonable Adjustments

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Resources / assistive technology required

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Human resource required

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Other comments

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APPROVED BY

CEO Name:	Click here to enter text.
CEO Signature:	CEO signature is required when access plan is put together
Date:	
Verified by:	