

Student Support Internal Procedure

Procedure Purpose

The purpose of this procedure is to describe how VFA Learning will monitor and assist students who may require additional support through our student support services.

Procedure Scope

This procedure applies to VFA Learning Staff and Employers.

Definition

Student Support Services is defined as:

“A wide variety of resources provided to the student in the effort to help them achieve their identified outcome”

Related Policies and Procedures

- Student Support Services Policy
- Withdrawal and Refund Policy and Procedure

Publishing Details

Responsible Officer

The responsible officer for the implementation of this Procedure is the Managing Director

Document Name	Student Support Internal Procedure
Approved by	Managing Director
Date of Approval	17-03-2020
Student Experience Framework Stage	All Stages
Student Experience Framework Step	All Stages
Version	1
Summary of content (new) or amendments (revised)	New procedure, all changes will be captured in the Continuous improvement and Version Control Registers
Next Review Date	17-03-2021

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RTO 22360 CRICOS 03612C

Action	Details	Responsibility	Related Documentation
1. Identify any student support needs	1.1. Potential Student to complete Pre-training Review, Language, Literacy and Numeracy and Application Form with Careers Consultant 1.2. Career Consultant assesses Pre-training Review, Language, Literacy and Numeracy and Application Form and identifies any support needs	Career Consultant	Application Form Pre-training Review Language, Literacy and Numeracy (LLN)
2. Document support needs	2.1. If academic support is required, Career Consultant will document support needs on Pre- Training Review Checklist, Individual Learning Plan and Student Handover Form. 2.2. If non-academic support is required, Career Consultant will document support needs on Student Handover Form 2.3. Before course commencement, a Handover meeting is held between Career Consultant and Homeroom Teacher to discuss student support needs 2.4. At course commencement the Homeroom Teacher will meet with the student to discuss support needs and actions or adjustments required is documented on the Student Handover Form. 2.5. Compliance officer will document support needs and actions or adjustments on the students training plan.	Career Consultant Homeroom Teacher Compliance Officer	Pre-training Review Individual Learning Plan Student Handover Form Training Plan
3. Monitor student progress	3.1. For academic support, each month the Homeroom Teacher will review students' progress and complete Section 2 of the Individual Learning Plan	Homeroom Teacher	Individual Learning Plan
4. Assessing need for Reasonable Adjustment	4.1. Homeroom Teacher will liaise with Academy Academic Coordinator to determine any reasonable adjustment required to support students' needs as per the handover form 4.2. Adjustments may be made for students with, but not limited to: <ul style="list-style-type: none"> • English as a second language • Language, literacy or numeracy needs • Sensory diminished capacity • Physical or intellectual disabilities • Mental health issues, sickness and injury 4.3. Modification or adjustments may be made to the: <ul style="list-style-type: none"> • Learning materials and methods suitable to the student • Physical environment and equipment • Procedures for conducting assessment • Evidence gathering techniques 	Academy Academic Coordinator Academy Manager Director of Quality Director of Compliance	Application Form Pre-training Review LLN Handover Form Individual Learning Plan Training Plan

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Action	Details	Responsibility	Related Documentation
	<ul style="list-style-type: none"> Number of opportunities to submit assessments and observations Timing of assessment or observation <p>4.4. Modification or adjustment to be documented on Student Handover form, Individual Learning Plan and Training Plan</p>		
5. External Support	5.1. Where support may be out of VFA Learning's scope, VFA Learning will seek external support through our partnering industry recognised healthcare professionals and agencies.	Campus Academy Manager	
6. Cultural Support	6.1. VFA Learning will consult with the elders from the Wadawurrung, Wurundjeri and Boon Wurrung communities for guidance in supporting any Aboriginal and/or Torres Strait Islander student(s)	Head of Department	Handover Form
7. Students at Risk (Falling Stars) School-Based Trainees (SBATs)	<p>Training is monitored by attendance, course progression and work placement. This assists VFA Learning with identifying those students "at risk"</p> <p>Attendance</p> <p>7.1. Each week Admin use the electronic role on Circulate (Learning Management System) to record attendance on the SBAT Attendance Tracker</p> <p>7.2. Admin will add a file note (event) against the students' record in VETtrak, if the student is Absent, Notified or Un-notified.</p> <p>7.3. Attendance is emailed weekly to Campus Academy Manager, Employer and school (Bcc).</p> <p>7.4. In instances, such as non-attendance where the school cannot provide a reason or student is non-contactable, then the parent will be contacted.</p> <p>7.5. If a student has been absent for two(2) consecutive classes they will be identified as "at risk" and documented in the weekly Homeroom meeting</p> <p>Course Progression</p> <p>7.6. Homeroom Teacher will monitor student course progression, by using the Progress Record in Circulate.</p> <p>7.7. Students not achieving required course progression will be identified as "at risk" and documented in the weekly Homeroom meeting</p> <p>7.8. All telephone calls or texts must be followed up with an email to students and must have the Unit of Competency code and name in the subject line and with specific details in the body of the email to ensure evidence of participation is gathered from students</p>	Admin Homeroom Teacher Campus Academy Manager Employer	"Withdrawal and Refund Policy and Procedure"

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	<p>Work Placement</p> <p>7.9. Throughout the course students are required to complete placement books and be observed by a VFA Learning Assessor.</p> <p>7.10. VFA Learning will monitor the students work placement requirements and liaise with Employer and workplace supervisor</p> <p>7.11. Students not achieving work placement requirements will be identified as “at risk” and documented in the weekly Homeroom meeting</p> <p>7.12. Identified “at risk” students will be contacted by the Homeroom Teacher and/or Academy Academic Co-ordinator to offer support</p> <p>7.13. Campus Academy Manager informs employer of “at risk” students and requests employer to assist.</p> <p>7.14. VFA Learning will work with the student, school, employer and parent to assist and support the student’s future in the course</p> <p>7.15. The student’s Training Plan is to be altered to reflect any changes and signed off by the appropriate parties.</p> <p>7.16. If the outcome of the student has reached withdrawal, the student will be withdrawn as per the “Withdrawal and Refund Procedure”</p>	<p>Admin</p> <p>Homeroom Teacher</p> <p>Campus Academy Manager</p> <p>Employer</p>	
<p>8. Students at Risk (Falling Stars)</p> <p>Traditional Student</p>	<p>Training is monitored by attendance, course progression and work placement. This assists VFA Learning with identifying those students “at risk”</p> <p>Attendance</p> <p>8.1. Academy Academic Co-ordinator reviews attendance log to ensure that students attendance meets the requirements of the course</p> <p>8.2. If a student has been absent for two(2) consecutive classes they will be identified as “at risk” and documented in the weekly Homeroom meeting</p> <p>Course Progression</p> <p>8.3. Homeroom Teacher will monitor student course progression, by using the Progress Record in Circulate.</p> <p>8.4. Students not achieving required course progression will be identified as “at risk” and documented in the weekly Homeroom meeting.</p> <p>8.5. All telephone calls or texts must be followed up with an email to students and must have the Unit of Competency code and name in the subject line and with specific details in the body of the email to ensure evidence of participation is gathered from students.</p>	<p>Admin</p> <p>Homeroom Teacher</p> <p>Campus Academy Manager</p>	

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	<p>Placement</p> <p>8.6. Throughout the course, students are required to complete placement books and be observed by a VFA Learning Assessor.</p> <p>8.7. VFA Learning will monitor the students work placement requirements and liaise with placement supervisor</p> <p>8.8. Students not achieving work placement requirements will be identified as “at risk” and documented in the weekly Homeroom meeting</p> <p>8.9. Students who haven’t meet VFA Learning’s expectation of active participation and/ or attendance will be identified as “at risk”</p> <p>8.10. Identified students are discussed in the weekly Homeroom Meeting and an action plan is put in place</p> <p>8.11. VFA Learning will work with the student to assist and support the student’s future in the course</p> <p>8.12. The student’s Training Plan is to be altered to reflect any changes and signed off by the appropriate parties.</p> <p>8.13. If the outcome of the student has reached withdrawal, the student will be withdrawn as per the “Withdrawal and Refund Procedure”</p>		