# Student Support Policy & Procedure

## Purpose

The purpose of this policy and procedure is to describe how Real Estate Training Solutions (RETS) assesses the support needs of students and provides access to support services to address identified needs.

This policy and procedure also meet the compliance requirements of:

- The Standards for RTOs 2015: 1.3, 1.7
- Smart & Skilled Operating Guidelines, Standard 1.4, 5.2, 13.1
- ACT Standards for the Delivery of Subsidised Training: Standard 2.3, 2.5, 2.8
  Australian Apprenticeships (AA) Requirements AA5, AA6, AA30
  NSW Quality Framework
- Disability Standards for Education 2005

## Policy

- RETS recognises that the vocational education and training it provides should be responsive to the individual needs of clients who may experience barriers to access or achievement including:
    - Age
    - Gender
    - cultural or ethnic background
    - disability
    - sexuality
    - language skills, literacy or numeracy level
    - unemployment
    - imprisonment
    - remote location

- RETS also recognises the NSW Quality Framework's emphasis on:

    - measuring the quality of training through the outcomes for students and employers, including student satisfaction
    - Providing high level individualised support for students, particularly disadvantaged students.

- RETS will provide all prospective students with every reasonable opportunity to enrol and undertake training in an environment free from discrimination and harassment.
- RETS will not discriminate between prospective students when accepting enrolment for qualifications on its scope of delivery.
- RETS will treat all students fairly and equitably in accordance with all relevant legislation including the Ant-Discrimination Act 1977.

- RETS provides information to students about available support services in the form of the Student Handbook available on the RETS website which is required to be reviewed by prospective student prior to enrolment.

## Determining student support needs:

- RETS assesses each individual student's support needs prior to enrolment or the commencement of training and assessment, whichever comes first.

- RETS considers each student's existing skills and competencies when providing advice about the training product most suitable to an individual student.

- When advising a prospective student about the most suitable training product, RETS must consider the prospective student's requests, abilities and possible pathways to achieving the student's educational goals.

*NSW Smart & Skilled requirements*

- A prospective subsidised student undergoes a pre-enrolment assessment to determine that their current skills and competencies are suitable for their chosen course of study.

- During the pre-enrolment assessment, the prospective student is provided with an opportunity to identify any support needs.

- RETS will discuss possible and mutually agreed student support services to address support needs identified during the pre-enrolment process.

- RETS will include details of the additional support services that the student will receive from RETS in the Training Plan when the student is a trainee.

*ACT Australian Apprenticeship (AA) subsidised training requirements*

- RETS ensures that all prospective ACT AAs undergo an Initial Skills Assessments prior to enrolment.
- The Initial Skills Assessment includes an assessment of prospective student's Additional Support Needs.
- When preparing the Training Pan for an ACT AA, RETS will use the 'Support Services' section of the Training Plan to:
    - identify if the AA has any special needs
    - describe the support services to be provided to the AA to address these needs.

*Provision of Student Support Services:*

- RETS will make every reasonable effort to support the additional needs of students who experience disadvantage. These students may include:
  - people with a disability
  - Aboriginal or Torres Strait Islander people
  - long term unemployed.

- RETS complies with its obligations under the Disability Standards for Education 2005, to ensure that students with disability can access and participate in the VET qualifications on RETS scope on the same basis as students without disability.

*Smart & Skilled subsidised training:*

- RETS recognises that the NSW Quality Framework focuses on best practice which supports the following:

  - The principle of general access to support
  - Accessing support as needed should be normalised and encouraged for all students
  - Providing high level individualised support for students, particularly disadvantaged students
  - Provision of support for students is key to high performance, especially in terms of student completion rates
  - Receiving additional support contributes to the likelihood of a student successfully completing their qualification
  - Access to trainers and support staff should be flexible, approachable and available for students
  - Encouraging providers to adopt a person-centred approach to education that understands the strengths and interests of the individual
  - Support for students is particularly important regarding:
    - appropriate course selection for the individual
    - reasonable adjustment to training and/or assessment practices
    - work placements and exposure to the workplace
    - assistance to enter employment, for example by connecting students to employers, and assistance with job search and interview preparation.

- RETS develops a Training Plan for each student in receipt of subsidised training.

- The Training Plan will include:
  - details of the additional support services that an enrolled student will receive from RETS if they:
    - are Australian Aboriginal or Torres Strait Islander
    - have a disability
    - are long-term unemployed
  - any specific adjustments that will be provided to training delivery and assessment methods/ modes for students with additional needs
  - details of any customisation to address the needs of the enrolled student, i.e., modifying the training and/ or assessment to address the learning needs or preferences of the student.

*ACT Australian Apprenticeship (AA) subsidised training*

- RETS will provide any additional support services that were identified:
  - o as part of the Initial Skills Assessment
  - o through student progress monitoring.
- RETS will retain evidence of the provision of additional student support services to students for which additional support needs have been identified.
- If RETS has identified an AA's additional support needs and the AA's training contract is in place, then RETS may apply to the Skills Capital Directorate for Additional Support Funding.
- RETS may apply for additional support funding for AAs who are:
  - o Aboriginal and Torres Strait Islander Peoples
  - o people with a disability that may result in the person requiring additional training and/or work-related support services and/or modifications including:
    - ▪ intellectual
    - ▪ mental health
    - ▪ physical
  - o people with LLN needs
  - o people from culturally and linguistically diverse backgrounds
  - o young people (15-19 years of age) at risk, particularly those who have been unemployed
  - o people over 40 years-of-age, particularly those returning to a formal learning environment
  - o apprentices working in high-risk workplaces.
  - o Other circumstances not identified above will be considered on an individual basis.

- If RETS seeks Additional Support funding, it will ensure that the proposed additional support will meet the identified needs of the AA.
- RETS will:
  - o Monitor the provision of additional student support services
  - o retain evidence of additional support services provided because of additional support funding received
- If the AA changes from one employer to another, RETS must address if the change has resulted in the AA acquiring additional support needs and put in place additional student support to address these identified needs. services


## Nature of student support services:

- RETS has in place educational and support services to meet the needs of its students.
- Services available to students include:

*Educational services*:
- o Progress monitoring – regular contact with every student to assess current progress and/ or need for assistance
- o Learning content assistance – students may contact their trainer/ assessor by phone or email with queries about learning content
- o Assessment guidance – students may contact their trainer/ assessor regarding unit assessments or to seek clarification following feedback about completed assessments

- o LLN Support - RETS staff include a number of personnel with qualifications in LLN and/ or TESOL as well as wide experience in teaching English to overseas students
- o Flexible delivery: RETS distance delivery mode allows students - who are largely employees working in the industry – to study at their own pace without the need for extensive face to face delivery. Distance/ on-line mode of delivery also allows access to a broader range of clients

*Other services*:

- IT support services – assistance with access and use of the RETS LMS
- Career assistance – RETS management have wide experience in the industry and can provide students with career advice and study pathways to allow for career progression.
- Information services, for example:
  - o RETS policies and processes
  - o Referrals to external agencies
  - o Industry information, for example, reals estate/ strata management licencing requirements
- Financial services – assistance with course fee payment including deferral and payment plans.

Responsibility:

All staff are responsible for provision of Student Services.

- Individual Officers have specific responsibility for different areas of Student Services provision, for example:
  - o Managing initial enquiries from prospective students
  - o NSW Smart & Skilled enquiries
  - o ACT Australian Apprenticeship enquiries
  - o LMS enquiries and accessing learning and/ or assessment materials

## How support services are accessed:

- At the time of enrolment, students are provided with information about how to access student support services:
  - o Student Services information is provided in the Student Handbook
  - o Information specific to traineeships is also provided in the Trainee Information Handbook
  - o Specialist support services contact information is also provided in the Student Handbook
  - o Students are provided with student services information and contact details verbally during their induction interview/ discussion
- Students can access support services by making contact with RETS Student Support Team at any time by telephone or email.
- The receiving officer managed the student's support request or refers the students to the relevant team member, for example, a trainer/ assessor, IT assistance.
- When specialised student support needs are identified, the matter is referred to the RTO Manager who designs an action plan in consultation with the student.
- If RETS cannot provide the support services identified to address the student's needs, the student may be referred to external specialist services at no cost to the student. However, the specialist service may charge a fee to the student for delivery of an external support service.

## Structured Student Support Mechanisms:

- RETS uses a range of mechanisms to assess student support needs and deliver student support services including:
  - Post enrolment (Week one) follow up calls
  - Quarterly (three month) support calls
  - Support emails
  - Monthly Progress Meeting
  - Principal Progress Reports

## Procedure

- Contact RETS for details of internal Student Support procedures.

## Pro-forma & Supporting Documentation

- FFS Induction script
- ACT AA Induction script
- S&s TPQs Induction script
- S&S trainees Induction script
- FFS Induction checklist
- ACT AA Induction checklist
- S&s TPQs Induction checklist
- S&S trainees Induction checklist
- PPR On Track email
- PPR Behind Schedule Email
- www.monday.com
- Monday.com Student Call Tracker

## Version Control:

| Title | **Student Support Policy & Procedure** | | | |
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