

<b>Policy and Scope</b>	<p>Armstrongs Drivers Education is committed to supporting students with advice, assistance and/or training and assessment as per their individual needs to assist them to achieve their learning goals and to achieve satisfactory progress towards meeting the learning outcomes of the course they have enrolled in.</p> <p><b>Scope</b> This Policy and Procedure describes the processes to be followed by Armstrongs Drivers Education to provide support to its students.</p>
<b>Responsibility</b>	<p>The Training Manager is responsible for ensuring that the staff members and sessional trainers/assessors are aware of its application and that staff implement its requirements to provide appropriate support to students.</p>
<b>Definitions or Reference Documents</b>	<p><b>Definitions</b></p> <ul style="list-style-type: none"> <li>● <b>VET Quality Framework</b> – outlines the standards for achieving consistency in the way Registered Training Organisations (RTOs) are monitored. The VET Quality Framework comprises:             <ul style="list-style-type: none"> <li>○ The Standards for RTOs 2015 (The Standards)</li> <li>○ The Australian Qualifications Framework (AQF)</li> <li>○ The Fit and Proper Person Requirements</li> <li>○ The Financial Viability Risk Assessment <b>Requirements</b></li> <li>○ The Data Provision Requirements</li> </ul> </li> <li>● <b>Australian Qualifications Framework (AQF)</b> – The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework</li> <li>● <b>National VET Regulator (NVR)</b> – The Standards: Sets out the requirements that an organisation must meet to be a Registered Training Organisation</li> <li>● <b>VET</b> - Vocational Education and Training</li> <li>● for the delivery of nationally recognised training</li> <li>● <b>VRQA</b> - The Victorian Registration and Qualifications Authority (VRQA) is Victoria's education and training regulator</li> <li>● <b>VRQA Guidelines</b> – The Guidelines' purpose is to ensure the quality of training and assessment services in Victoria reflects a nationally consistent approach to VET regulation. The Guidelines align Victoria's regulatory settings to the national Standards for Registered Training Organisations 2015.</li> <li>● <b>AQTF Essential Standards and Conditions</b> – a national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training (VET) system</li> <li>● <b>Recognition of Prior Learning (RPL)</b> – an assessment process that assesses the competency(cies) of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses</li> <li>● <b>National recognition (CT)</b> - the granting of exemption of credit by a Registered Training Organisation to Students for units of competency</li> </ul>

	<p>completed under accredited training. These unit codes must identically match the units the Students are applying for Credit</p> <ul style="list-style-type: none"> <li>• <b>Student</b> – a person being trained and or assessed by Armstrongs Driver Education Pty Ltd</li> </ul>
<p><b>Purpose</b></p>	<p>The purpose of this policy is to exercise Armstrongs Drivers Education’s Duty of Care to students which includes providing appropriate support to those students who have identified support needs so as to assist them to maximise outcomes in all of their learning and development endeavours.</p> <p>To achieve the goals of this policy and to ensure that students receive a high standard of training and assessment delivery and services, Armstrongs Drivers Education provides:</p> <ul style="list-style-type: none"> <li>• An induction on the first day of the students’ training program. The induction provides an overview of support services available to students while undertaking training and assessment services conducted by Armstrongs Drivers Education.</li> <li>• Students with vocational and/or education counselling to improve and extend learning outcomes. While this can be done on a one-to-one basis with relevant trainers and assessors, the Training Manager will monitor individual students’ learning progress and provide immediate counselling action where student progress is demonstrating obstacles, setbacks or general poor performance</li> <li>• the opportunity for students to participate in services or provide access to services designed to assist students in meeting course requirements and maintaining their attendance</li> <li>• Personal Counselling Support/Services to students and may take the form of advice or referral to other services. Personal counselling will at all times meet the expectations and standards of Armstrongs Drivers Education’s Code of Ethics, particularly as it relates to confidentiality of information. Personal counselling services include but are not limited to:       <ul style="list-style-type: none"> <li>o Grievance/Conflict Resolution</li> <li>o Stress Management</li> <li>o Access and Equity Issues</li> <li>o Medical or mental health conditions</li> </ul> </li> <li>• Assistance with the RPL and National Recognition application process</li> <li>• Support with Language, Literacy and Numeracy (LLN) – <b>refer to <i>Armstrongs Drivers Education’s Language, Literacy and Numeracy Policy and Procedure</i></b> which outlines the support to students with identified LLN requirements</li> </ul> <p>Armstrongs Drivers Education has a designated staff member who is the official point of contact for students. This staff member has access to up to date details of Armstrongs Drivers Education’s support services.</p> <p>Armstrongs Drivers Education provides sufficient student support personnel to meet the needs of the students enrolled with Armstrongs Drivers Education.</p>

	<p>Armstrongs Drivers Education ensures that its staff members who interact directly with students are aware of Armstrongs Drivers Education’s obligations under the Standards for Registration Training Organisations 2015 (RTOs) and the potential implications for students arising from the exercise of these obligations.</p> <p>Armstrongs Drivers Education:</p> <ul style="list-style-type: none"> <li>• Provides appropriate and well-informed support services including study and learning advice and help, language assistance, help with meeting and dealing with course requirements, attendance and welfare issues</li> <li>• Maintains and delivers up-to-date and correct information for students relating to support services, study issues and facilities and resources</li> <li>• Make accessible to students information on institutional complaints and appeals processes</li> <li>• Regularly reviews and deliver its induction program that includes all the above as well as information on course progress and attendance conditions</li> </ul>
<p><b>Procedure</b></p>	<p><b>1. Identification of learner support needs</b></p> <p>Learner support needs are identified by the following processes:</p> <p><b>1.1. Pre Enrolment</b></p> <ul style="list-style-type: none"> <li>• Students are asked a series of pre-training review questions at the booking stage to ensure individual students are suitable to enrol into the training program. Questions are tailored according to the training program and are used to determine any support that may be required for each student through the course. Refer to Armstrongs Drivers Education Pre Training Review Policy and Procedure.</li> <li>• At this stage, students that are considered unsuitable for the training program are referred to an external organisation for assistance with their identified academic and/or vocational education and training support needs. Refer to Appendix A which lists external organisations that provide support to students.</li> </ul> <p><b>1.2. Enrolment</b></p> <ul style="list-style-type: none"> <li>• Students are required to undertake a LLN assessment as part of the enrolment process. Results from the assessment will be used to review the appropriateness of the course that the student has chosen to enrol.</li> <li>• Armstrongs Drivers Education’s trainers and assessors will be advised by administration of all LLN results that identify the provision of significant learner support to students who have been assessed with LLN scores that do not meet the requirements of the course.</li> <li>• Those learners identified as requiring significant support with their academic and/or vocational education and training due to being assessed with a low LLN score, Armstrongs Drivers Education staff will consider if it is appropriate for those students to continue with the course and advise the student accordingly.</li> <li>• Those students identified as requiring LLN support during the enrolment process and have been enrolled into their course, will be</li> </ul>

advised by Armstrongs Drivers Education's staff of the support available.

## **2. Post Enrolment Provision of Vocational and/or Educational Support to students**

- 2.1. All students are required to participate in an Induction conducted on the first day of their training program which includes information regarding academic and/or vocational education and training support available.

Students are provided with a Course Handbook prior to commencing the course which includes detailed information about the course they have enrolled in and the support available to them over the duration of their enrolment with Armstrongs Drivers Education.

- 2.2. Following enrolment, Armstrongs Drivers Education training staff will be available to provide learner support to enrolled Students. This may require students attending specially convened classes which will provide them with additional support with their identified needs.

- 2.3. Students who wish to be provided with counselling in regards to their course to assist them to improve and extend their learning outcomes are required to make an appointment with their relevant trainer/assessor.

Trainers/assessors will document on the File note in the Student's file that they have had a discussion with the Student and enter details of the discussion into the Student's Record in the Student Management System.

- 2.4. If it has been brought to the attention of the Training Manager that a Student is demonstrating poor performance and is encountering obstacles and setbacks which is impacting upon their ability to achieve learning outcomes, the Training Manager will contact the Student to make an appointment to discuss their progress.

The Training Manager will provide guidance and advice to the Student to assist them to overcome obstacles and setbacks in order to improve their performance and reduce the risk of withdrawal from the course.

The Training Manager will make an appointment with the Student at a later date for the purpose of re-visiting their progress. Training Manager will note that they have had a conversation with student on the File Note in the Student's File and enter details of the discussion into the Student's Record in the Student Management System.

- 2.5. The Training Manager will advise the Student's trainer/assessor of the strategies discussed with the Student to assist them with overcoming obstacles and setback so as to improve their performance. This information will assist the Trainer/Assessor to make any reasonable adjustments to their training and assessment methodologies if applicable. The Training Manager will note this discussion on the File Note in the Student's file and enter details of the discussion into the Student's record in the Student Management System.

## **3. Reasonable Adjustment**

	<p>Where it has been identified that a learner will need support with undertaking assessments, Armstrongs Drivers Education may decide to make "reasonable adjustment" concerning the assessment process for individual students, or offer one-on-one support for the interpretation of course material.</p> <p>The level of support to be provided to individual students and/or any reasonable adjustment to be made to the assessment will be documented and information passed on to the individual student's trainer assessor to ensure that appropriate support is provided throughout the delivery and assessment period.</p> <p>A copy of the documented evidence will be uploaded into the Student Management System and kept in the student file.</p> <p><b>4. Unique Student Identifier</b></p> <p>Students who are having difficulty in generating a USI can seek assistance from the Administration Manager who will assist them to generate their USI.</p>	
<b>Related/Relevant Legislative/Policy Frameworks</b>	Legislation/Policy Frameworks	Relevant Website
	Privacy Act 1988 (2014 update)	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a> <a href="http://www.dms.dpc.vic.gov.au/">http://www.dms.dpc.vic.gov.au/</a> <a href="http://www.comlaw.gov.au">www.comlaw.gov.au</a>
	Privacy Act And National Privacy Principles (2001)	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a> <a href="http://www.dms.dpc.vic.gov.au/">http://www.dms.dpc.vic.gov.au/</a> <a href="http://www.comlaw.gov.au">www.comlaw.gov.au</a>
	Vocational Education and Training Act 1990	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a> <a href="http://www.dms.dpc.vic.gov.au/">http://www.dms.dpc.vic.gov.au/</a> <a href="http://www.comlaw.gov.au">www.comlaw.gov.au</a>
	National Vocational Education and Training Regulator Act 2011	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a> <a href="http://www.dms.dpc.vic.gov.au/">http://www.dms.dpc.vic.gov.au/</a> <a href="http://www.comlaw.gov.au">www.comlaw.gov.au</a>
	Tertiary Education Act 1993	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a> <a href="http://www.dms.dpc.vic.gov.au/">http://www.dms.dpc.vic.gov.au/</a> <a href="http://www.comlaw.gov.au">www.comlaw.gov.au</a>
	Equal Opportunity Act 2010	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a> <a href="http://www.dms.dpc.vic.gov.au/">http://www.dms.dpc.vic.gov.au/</a> <a href="http://www.comlaw.gov.au">www.comlaw.gov.au</a>
	Standards for Registered Training Organisations (RTOs) 2015 Cth	www.asqa.gov.au
	AQTF Essential Conditions and Standards for Continuing Registration	<a href="http://www.vrqa.vic.gov.au/Documents/VETEssecondstandrdscont.pdf">http://www.vrqa.vic.gov.au/Documents/VETEssecondstandrdscont.pdf</a>
	Education and Training Reform Act 2006	https://education.vic.gov.au/
<b>Associated Documents</b>	<ul style="list-style-type: none"> <li>● Recognition of Prior Learning policy and procedure</li> <li>● National Recognition Policy and Procedure</li> <li>● USI Policy and Procedure</li> <li>● Assessment Policy and Procedure</li> <li>● Training and Assessment Strategies policy and procedures</li> </ul>	

	<ul style="list-style-type: none"> <li>• Access and Equity</li> <li>• Disciplinary Policy and Procedure</li> <li>• Pre training review Policy and Procedure</li> <li>• Enrolment Policy and Procedure</li> <li>• Language, literacy and numeracy Policy and Procedure</li> <li>• Student Course Handbooks</li> <li>• Student Support Policy</li> <li>• Student Support Procedure</li> <li>• Student Welfare Procedure</li> </ul>
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Managing records kept on the basis of this document				
Record Name	Code	Storage retention time	Storage Location	Responsibility
Name of document	QMSxxx	2 years	Document mapping	Name

Document change history			
Date	Version	Document Name	Description of change
15/9/22	2	Student Support	Grammar update

Appendices	
Appendix 1	Document Name