POLICY AND PROCEDURE

STUDENT SUPPORT

PURPOSE OF THE POLICY

This policy and associated procedures outline Angad Australian Institute of Technology's approach to student support. This ensures that support is provided to students to assist them to complete their studies.

This policy and associated procedures meet the requirements of Standards 2.1, 2.3, 2.4, 2.5 and 2.6 of the Outcome Standards for RTOs, Standard 6 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018, as well as Standard P3 of the ELICOS Standards.

POLICY STATEMENTS

STUDENT SUPPORT

Angad Australian Institute of Technology is committed to assisting students to complete their studies through the provision of academic and welfare support.

Student support needs may concern (but are not limited to):

- language, literacy and numeracy (LLN) issues

- disability

- digital literacy

- access

- their wellbeing

- cultural issues.

Support services provided by Angad Australian Institute of Technology can include:

Policy/Form Name	Student Support Policy and Associated Procedures		Created Date	July 2025
Policy/Form No	AAIT A15	**Version No:** V11	**Last Modified Date:**	July 2025
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- one-to-one support from the trainer/assessor – support may include extra tutoring sessions, clarifying unit content or assessment requirements, working with students to develop study plans to improve performance, providing answers to questions that students may have.

- support with personal issues, including wellbeing – support may include referrals to counselling or mental health professionals, assistance dealing with stress or culture shock, guidance on balancing study, work and life. Angad Australian Institute of Technology also provides access to counselling.

- access to additional learning resources – support many include providing access to supplementary reading materials, videos or interactive content, access to online forums or digital libraries and study skills guides.

- reasonable adjustment in training and assessment – support may include providing reasonable adjustments relating to extra time in assessment, oral assessment instead of written assessment, use of visual aids or simplified language instructions.

- social events – support may include organising social events such as cultural celebrations and welcome events, excursions to place of interest and sporting events.

- buddy program – support may include providing students with access to a buddy who can help to navigate the campus and online systems, provide practical advice, act as a friendly contact to reduce isolation and build social confidence and provide opportunities for language exchange and friendship.

Information about student support, including how and when students can access trainers and assessors and other support staff, is provided in a range of ways including through student handbooks, course entry interview process, orientation and ongoing updates.

Student support needs are considered during the course development process by assessing the needs of the proposed target group and ensuring that the proposed training and assessment approach takes these needs into account.

As part of the enrolment process, Angad Australian Institute of Technology may require students to participate in a course entry interview. The course entry interview identifies student suitability for the course, as well as their support needs. Where a student is already studying and requires support, an interview is set up to discuss support needs.

Where support needs are identified, a Student Support Plan is developed. The Student Support Plan is regularly reviewed and adjusted as required.

Angad Australian Institute of Technology makes reasonable adjustments for students with a disability as per Part 3 of the Disability Standards for Education 2005.

Angad Australian Institute of Technology ensures that sufficient support staff are in place to meet the needs of the enrolled students. Angad Australian Institute of Technology nominates specific personnel for student support, the details of whom are provided to students.

Where Angad Australian Institute of Technology is unable to provide the support service required by the student, Angad Australian Institute of Technology will refer the student to an external provider.

Angad Australian Institute of Technology surveys students about support services provided and uses the feedback to improve services provided.

PROCEDURES

1. ASSESS STUDENT SUPPORT NEEDS DURING THE COURSE DEVELOPMENT PROCESS

1.1   Consider support needs of the target group for the course during the course development process.

1.2   Review any feedback on support services that can inform support to be provided.

1.3   Document agreed support services for the course in the Training and Assessment Strategy and Course Brochure.

1.4   Check Student Handbook and Orientation PowerPoint and update as required with the identified student support services, including details of how to access for both internal and external services.

1.5   Ensure all staff have access to up-to-date details of student support services.

2. ASSESS STUDENT SUPPORT NEEDS

2.1   Conduct interview to identify and assess student support needs. This may be as part of the course entry interview process for new students, or an interview specifically set up for students already studying to discuss their support needs. The interview will occur within 5 working days of the student support needs being identified.

2.2   At the interview, identify the student's support needs and discuss what support services may be useful. This should include discussing available internal support services as identified in the policy section of this document. Where the student highlights the need for external services that are outside the scope of services offered by Angad Australian Institute of Technology, use the external support referrals document to inform this discussion and provide this document to the student.

2.3   Use the Student Support Plan Form to document the student's needs and how these will be actioned.

2.4   Provide the completed Student Support Plan to the student within 5 working days of the Support Plan being completed. The Support Plan will also indicate where any support cannot be provided and why.

2.5   Monitor the Student Support Plan according to the support needs required and as per the monitoring plan in the Student Support Plan. In general, this will be weekly check ins to assess the student's progress. However, where support needs are more acute this could be daily.

2.6   Once the student no longer requires support based on the monitoring completed, finalise the Student Support Plan by including a progress report that the support requirements are finalised.

2.7   Within 5 working days of completion of support services, file the completed Student Support Plan and provide a finalised copy to the student for their reference. This should also include liaising with them to seek their evaluation of the support provided. Where improvements are identified, this should be actioned through the continuous improvement process.

2.8 Regularly review external support services to check their details are the same as referred to in the Student Handbook and Orientation PowerPoint and to enter in any new services.

3. PROVIDE ORIENTATION

3.1 Organise the orientation for students prior to commencing their course or on the first day of their course.

3.2 Conduct the orientation using the Orientation PowerPoints. This will also include details of the counselling service available including where and when it is available.

3.3 Answer all student questions during the orientation.

4. MONITOR STUDENT SUPPORT NEEDS

4.1 Regularly review the Student Support Plan to ensure actions are being implemented as required.

4.2 Adjust the Student Support Plan in consultation with the student as required.

4.3 At the conclusion of the student's course or when the Student Support Plan is complete, evaluate the effectiveness of the plan in consultation with the student.

4.4 Use the evaluation results to improve support services offered.

4.5 Regularly review external support services to check their details are the same as referred to in the Student Handbook and Orientation PowerPoint and to enter in any new services.

RESPONSIBILITIES

The **Director of Studies** is responsible for:

- considering student support needs during the course development process
- conducting course entry interview and identifying student needs
- developing and monitoring the Student Support Plan
- evaluating the effectiveness of student support provided
- providing orientations.

The **Admissions Officer** and **Student Support Officer** is responsible for:

- providing students with information about support services
- providing referrals to external services
- referring students to the Director of Studies.

The counsellor is responsible for providing academic and welfare support.

Trainers and assessors are responsible for notifying the Director of Studies of a student's support needs.