

**Purpose:**

The purpose of this Policy is to ensure that Vative Academy has mechanisms in place to support the welfare of students and have in place adequate guidance and assistance measures to ensure all students are given the support required to achieve their learning goals and outcomes of their chosen qualification.

**Standards and Conditions:**

The following table represents areas which this policy and procedure relates to in accordance to Federal and State Government contract guidelines.

ASQA: Standards	HESG: VET Funding Contract
Standard 1.3 (b)	Clause 5.2 (b, j)
Standard 1.7	Schedule 1, Clause 5.10 (a)
Standard 5.1	
Standard 5.2 (b)	

**Responsible Parties:**

The Registered Training Organisation (RTO) Manager is responsible for ensuring that all personnel representing Vative Academy adhere to this policy.

**Policy Outline:**

Vative Academy offers student support services to assist learners in achieving their education and developmental potential through the provision of specialised professional aid and reasonable adjustment. Student support services are established to assist students with additional needs or at risk of disengagement to strengthen the capacity of the education system.

Vative Academy can direct students to services such as psychologists, guidance officers, language, literacy & numeracy (LLN) program specialists, speech pathologists, interpreters, social workers, and other related professionals.

Students that undertake training and assessment with Vative Academy receive every opportunity to successfully complete their chosen course. It is a requirement that all Vative Academy staff members do their utmost to meet the needs of students in accordance with this policy. Where a student’s need is outside the scope or skill of Vative Academy they

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will be referred to an appropriate service.

**Procedure Outline:**

Vative Academy have an extensive induction program, designed to invite students to disclose whether they require any adjustments to successfully complete their course.

Students are asked to identify on the pre-training review their preferred method of learning and any issues that may potentially impact on their learning journey.

Students are requested to complete information in their Enrolment form that might be prohibitive in the progression of their training and assessment (for example, anything related to disability, impairment, long-term condition or cultural background).

Language, Literacy & Numeracy (LLN) evaluations are conducted upon the student's Pre-training review and their Enrolment form which is designed to address the student's capacity to engage with learning materials.

During this process the facilitators observe the students and personally ask students whether they believe they may require adjustments for the purpose of providing assistance to their learning program.

Based on the results of the enrolment process and discussions with the student, the facilitator will then assess the suitability and appropriateness of the selected qualification for the student. At this point the facilitator may,

- a) suggest a different qualification level/stream
- b) recommend reasonable adjustments to the training program/material
- c) refer students to language literacy and numeracy programs
- d) recommend the use of trained support staff and interpreters
- e) factor in extra time or extensions for assessments
- f) make provisions for materials in accessible formats / provide learning aids
- g) any other services that are considered necessary to support learners achieve competency

If the Facilitator recognises that a student requires external support (beyond their capacity of assistance) to aid with specific needs, they are required to contact the RTO Manager to coordinate (or delegate) support services with direct collaboration of the student in need. The information provided to the student will vary depending on the individual needs.

Vative Academy encourage students with a disability to commence a qualification and to

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access government funded subsidised training where applicable. The definition of a disability under the Disability Discrimination Act includes:

- Physical disabilities,
- Intellectual disabilities,
- Psychiatric disabilities,
- Sensory disabilities,
- Neurological disabilities,
- Learning disabilities,
- Physical disfigurement, and
- The presence in the body of disease-causing organisms

RTO Support Staff

The below listed staff members are available for any additional support ay need:

Name	Job Title	Support
Nicole Edwards	RTO Manager	Student records & portal update/access, USI, Student surveys, certificates, complaints and anomalies
Kylie Barca	Quality Officer	Student records & portal update/access, USI, certificates, anomalies

Reasonable Adjustment

All adjustments made are to meet the needs of the student without impacting too much on other students. When determining if an adjustment is reasonable, Vative Academy will consider:

- a) The barriers, needs or challenges that face a student
- b) The views of the student
- c) Whether an adjustment will impact on the academic standards or requirements of the course
- d) What advantages or disadvantages the adjustments may create for the people affected by it
- e) The costs of making the adjustment

Additional Support:

Personal support

Lifeline: 13 11 14 [www.lifeline.org.au](http://www.lifeline.org.au)

Beyond Blue: 1300 655 506 [www.beyondblue.org.au](http://www.beyondblue.org.au)

Language literacy and numeracy support

Reading writing hotline: 1300 655 506 [www.literacyline.edu.au](http://www.literacyline.edu.au)

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