STUDENT SUPPORT SERVICES POLICY

PURPOSE

The purpose of this policy is to ensure that under Standard 6 of the National Code 2018, the RTO provides access to sufficient support to ensure students can:

- adjust to study
- adjust to life in Australia including language, support, legal, health and emergency services, employment, workplace issues
- achieve their learning goals
- achieve satisfactory academic progress towards meeting the learning outcomes of the course
- course requirements including attendance, complaints, appeals
- access to the RTO's facilities and resources

POLICY

BCH will support students to adjust to study and life in Australia, to achieve their learning goals and to achieve satisfactory progress towards meeting the learning outcomes of the course.

BCH will induct each student prior to the commencement of course work to ensure they can settle into their new environment.

BCH will provide and inform the students of their available support and welfare services, staff availability and point of contact if they have any issue.

BCH will ensure it has sufficient student support personnel to meet the needs of the all enrolled students.

BCH will ensure that all staff that interact directly with students are aware of the both BCH's and their obligations under the ESOS framework as well as the potential implications to students.-

Related Policy

Critical Incident Policy

PROCEDURE

Orientation Program

BCH will at the commencement of each course undertake and complete an orientation / induction program that will be held for all overseas students.

The orientation / induction program covers the majority of what students will need to know about their course and adjusting to life in Australia. As a minimum the course must cover:

- Support services available to students to help them adjust to study and life in Australia;
- English language and study assistance programs;
- any relevant legal services;
- emergency and health services;
- the registered provider's facilities and resources;
- complaints and appeals processes;
- requirements for course attendance and progress, as appropriate;
- the support services available to assist overseas students with general or personal circumstances that are adversely affecting their education in Australia; and
- services overseas students can access for information on their employment rights and conditions, and how to resolve workplace issues, such as through the Fair Work Ombudsman.
- Ensuring learners are capable or potentially capable of completing their course

Orientation programs should consider BCH's local context. BCH may use verbal and written or electronic formats to deliver information, so that overseas students can both listen and take away material they can refer to later.

BCH must also:

- take all reasonable steps to provide a safe environment on campus or premises, and advise overseas students and staff on actions they can take to enhance their personal security and safety;
- provide information to overseas students about how to seek assistance for, and report, an incident that significantly impacts on their wellbeing, including critical incidents; and
- provide overseas students with, or refer them to (including electronically), general information on safety and awareness relevant to life in Australia, such as beach safety or the etiquette and laws concerning smoking in Australia.

The principal or delegated person is to run the Induction using both the International Student Handbook the International Student Induction Checklist and the Pre-enrolment Interview Checklist

Students MUST go through, tick, sign and return their International Student Induction Checklist to the principal.

The Principal or the delegated person MUST collect all the completed forms, checking them to ensure they are filled correctly.

All forms MUST be filed in the students file.

Dealing with late arrivals / starters

In the event a student commences their course late / has been granted credit or simply missed the Induction, the principal or designated senior staff member will undertake an orientation program with that student prior to the commencement of classes.

Student Support Services and Support Personnel

The BCH has two staff members available to act as the Student Support Point-of-contact.

BCH will determine that is have sufficient personnel for the provision of support services for each campus. This process will utilize a risk assessment model based on BCH's current capacity, (that is registered with CRICOS).

It will consider factors that influence the need of support services such as but not limited to-

- LLN skills
- Cultural characteristics of the learner group.
- Cultural / ethnic community support
- Capacity to respond to critical incidents.
- Student numbers (1 for 100 students)

Currently BCH has determined it requires one support service officer for each campus and has nominated the following staff are the International Student Point of Contact or Support Services officers .

1 Shehnaz Bhangu

2Amanda Nurpuri

Both have a responsibility to care for students needs on a daily and ongoing basis.

Should any student require the services of the above persons, they should simply approach the reception area and ask for an appointment to be scheduled with the nominated support officer.

Any support services provided by BCH will always be free of charge.

Any referrals provided to students BCH to support services will be free of charge.

BCH does not have a qualified counsellor on the premises and as such any associated costs for services provided by a third party who is not related to the Academy, will need to be covered by the individual student. Students should always be reminded to check with their insurance provider to check if they are eligible for cover.

If a student is in need of affordable dispute resolution services the RTO generally refers all disputes to the Australian Council for Private Education and Training (ACPET).

Determining Support Needs

The support officer's role is to provide a point of contact for all those seeking support. This person will be required to know and facilitate the accessing of information that will assist the learner to continuing to participate in the learning process, minimising the external influences that may impact of their emotional and social well-being. This support can be provided both internally and externally depending on the nature of support required.

Typical responsibilities in this role include

- Promoting the availability of the support services throughout each campus.
- Maintaining information about the support services available to learners.
- Referring those seeking specialist support to key providers.
- Managing the recruitment, selection and supervision specialist providers, such as interpreters, note takes, scribes, tutors and mentors as approved by the CEO
- Preparing and disseminating reports, submissions and correspondence to key stakeholders in relation to the provision of Support Services.

- Acting as a liaison when providing information to students, parents and employers on the options available for people seeking specialist support in the vocational education and training sector in line with legislative requirements.
- Ensuring there are sufficient support personnel available according to the risk assessment model developed for this purpose.

Current history

There is limited documented information that correlates with the demand for specialist support. This is reflecting the low student numbers that have sought this service

Next step

BCH will appoint one support officer for every 150 learners that are current enrolled.

The officer's role and contact details will be provided on all communication relating to the provision of support services and it will also be published in the student's handbook.

BCH will record any occasion where a learner might need support.

This will be documented in the Learner's individual support plan.

The types of support needed may be in response to

English as a Second Language (ESL)

- e.g. Student are encouraged and supported to seek support through English language support services contacting either through ASA or other providers

Literacy and Numeracy (LLN)

- Skills for Education and Employment Programme (SEE) (suited for job seekers)

Physical capabilities

- Assessment practices are reasonably adjusted to suit learning support needs and industry

Typical support services can also include

- Lifeline
- beyondblue
- Domestic Violence
- Drug and Alcohol.
- Dept of Health
- various crisis centres
- National Indigenous Australian Agency
- Dept. of Home Affairs (previously DIBP)**?**

Roles and responsibilities of Staff members

Admins staff

1. Refer any personal request for support immediately to the Support officer.
2. Ensuring all written requests are acknowledged stating the support officer will be contacting you ASAP.
3. Treat every request with respect and in confidence.

Trainers / assessors: -

1. Proactively build your understanding of your students to enable the development of positive, supportive relationships

2. Create engaging and innovative learning opportunities be responsive to your students' diverse needs.
3. Facilitate a classroom culture that values diversity and actively supports the inclusion of all students.
4. Notice and report signs that a learner maybe disengaging in their learning

Support Services Officer

1. Promote and coordinate the learner support program
2. Ensure programs use evidence-based practices and rigorous evaluation processes to assess their impact.
3. Ensure that staff are aware of the processes to identify and report potential issues
4. Ensure that any student that display any indication suggesting they may need help is offered help.
5. Ensure any support / help offered to a learner is recorded in the individual support plan.
6. Ensure that the enrolment, registration, attendance and reporting processes are carried out.
7. Ensure clear and effective communication between program staff and their referring schools through the nominated liaison person

What are some of the indicators suggesting help is needed.

1. Feeling anxious / worried
2. Feeling unhappy or depressed
3. Emotional outbursts
4. Sleep problems
5. Weight or appetite change
6. Quiet / withdrawn
7. Substance abuse
8. Feeling guilty / worthless
9. Change in behaviour /feelings
10. No longer engaging in their studies
11. Declining standards of work
12. Failing to meet deadlines
13. Dropping class attendance

BCH will not and does not offer counselling services. This is role of professionals.

BCH will assist the learner requiring some form of support by providing access to those services at no cost and may allow the learner to defer their studies subject to visa conditions.

The Support Service Officer is the CEO.

Individual Support Plan

Support Officers will complete the individual support plan using the template provided for that purpose

This template will be retained in the learners file and will remain private information.

The Support Officer must ensure any active support plan (i.e. the learner is currently engaging in some support program) is reviewed every 2 weeks to ensure the support is being delivered and progressing in a reasonable manner.

Welfare & Guidance Services

If, at any time, a student needs counselling or advice and Academy staff are not able to help or are unqualified, the student will be given a referral to a qualified counsellor. The following numbers are a guide to some of the help services available.

Reverse charge	**12 550 or 1800 662 274**
Interpreting Services (Dept of Home Affairs)	131 450
ACPET	02 9264 4490
Abortion Trauma and Crisis Pregnancy Help	1300 139 313
State wide Sexual Assault Helpline	1800 333 000
Domestic Violence	1800 RESPECT
Rape and Incest Survivors Support Centre	07 3391 0004
Lifeline	13 11 14
Drug-Arm	1300 656 800
Men's Telephone Counselling Service	1300 789 978
Women's Health Queensland-wide	(07) 3216 0976
Family Law Hotline	13 74 68
Privacy Enquiries Line	1800 020 103
Taxation - Personal Tax Info Line	13 28 65

In the event that a student requires the services of a qualified counsellor or crisis accommodation fees may apply which the student will be responsible for.

This information is located in the International Student handbook that the students will receive.

Consular Contacts

If a student would like to have contact with people in Australia who are originally from their country of origin they can go to the following website which is a directory of all consulates in Australia. They will then be able to direct you to any community groups in the area you are staying in.

http://www.dfat.gov.au/geo/

Overview of Standard 6

Registered providers support students to adjust to study and life in Australia, to achieve their learning goals and to achieve satisfactory progress towards meeting the learning outcomes of the course.

6.1 The registered provider must support the overseas student in adjusting to study and life in Australia by giving the overseas student information on or access to an age and culturally appropriate orientation program that provides information about:

- 6.1.1 support services available to assist overseas students to help them adjust to study and life in Australia
- 6.1.2 English language and study assistance programs
- 6.1.3 any relevant legal services
- 6.1.4 emergency and health services
- 6.1.5 the registered provider's facilities and resources
- 6.1.6 complaints and appeals processes as outlined in Standard 10 (Complaints and appeals)
- 6.1.7 requirements for course attendance and progress, as appropriate
- 6.1.8 the support services available to assist students with general or personal circumstances that are adversely affecting their education in Australia
- 6.1.9 services students can access for information on their employment rights and conditions, and how to resolve workplace issues, such as through the Fair Work Ombudsman.

6.2 The registered provider must give relevant information or provide referrals as appropriate to overseas students who request assistance in relation to the services and programs set out in Standard 6.1, at no additional cost to the overseas student.

6.3 The registered provider must offer reasonable support to overseas students to enable them to achieve expected learning outcomes regardless of the overseas student's place of study or the mode of study of the course, at no additional cost to the overseas student.

6.4 The registered provider must facilitate access to learning support services consistent with the requirements of the course, mode of study and the learning needs of overseas student cohorts, including having and implementing documented processes for supporting and maintaining contact with overseas students undertaking online or distance units of study.

6.5 The registered provider must designate a member or members of its staff to be the official point of contact for overseas students. The student contact officer or officers must have access to up-to-date details of the registered provider's support services.

6.6 The registered provider must have sufficient student support personnel to meet the needs of the overseas students enrolled with the registered provider.

6.7 The registered provider must ensure its staff members who interact directly with overseas students are aware of the registered provider's obligations under the ESOS framework and the potential implications for overseas students arising from the exercise of these obligations.