

# Support and Progression Policy and Procedures

(National Code Part D, Standard 6)

## Purpose

The purpose of this procedure is to indicate how the College will support students for effective learning for their course.

## Scope of the policy

This policy applies to ICM and its employees including administration personnel, trainers and assessors for its international students and all staff who deal with all matters concerning Vocational Education and Training (VET).

## Responsibility

The Head of training & Administration personnel including trainers and assessors are responsible for the implementation of this procedure during training and assessment and to ensure that staff and students are aware of its application.

## Policy

ICM is committed to providing student support during the delivery of training and assessment. Clause 1.7 requires RTOs to ensure that students receive training, assessment and support services that meet their individual needs. There is no defined approach as to how this support will be evaluated and provided; however, there is an assumption that the purpose of the support is to maximise the outcomes for the learner. Clause 5.4 requires that students remain fully informed about any changes to agreed services. As required by Standard 6 ICM has a publicly available complaints and appeals policy with information allowing learners to easily engage with our staff about their concerns to provide valuable feedback that can be used to improve our services to meet the needs of current learners.

## Procedure

### Orientation Program

An orientation session will be conducted by ICM staff (generally admin personnel and trainers and assessors) prior to any student commencing training in the College training and assessment programs. Prior to commencement of class Students will be given the following information in Prospectus:

1. Student support information.
2. Assessment policy and procedure.
3. Recognition of prior learning / credit transfer opportunities.
4. College contacts people.
5. Complaints and appeals.
6. Plagiarism and cheating.
7. Student code of behaviour.
8. Attendance and course progress requirements.
9. Keeping address and contact details up to date.
10. College facilities and resources.
11. Student deferral, suspension, or cancellation application form.
12. Student refund application form.
13. Student RPL application form (If applicable).
14. Student complaints and appeals process.

### **In student's first training session**

At the commencement of first session trainer will detail and explain the following:

1. Work Health & Safety requirements.
2. Code of conduct during training and assessment.
3. Required ethical behaviour during training and assessment.
4. Housekeeping during the training program.
5. Timetable for the course.
6. Attendance requirements and course progress requirements.
7. Attendance recording systems.
8. Internal and external reporting process of course progress.
9. Training schedule for each unit of competency.
10. Break times during sessions and term-breaks.
11. Learning materials provided to be used and how they are made available for access.
12. Simulated workplace resources and availability for access/provision.
13. Assessment schedule and assessment requirements.
14. Facilities and equipment used for training, learning activities, and assessment.
15. Assessment conduct requirements.
16. Assessment performance, observation, and submission process.
17. Assessment marking process.
18. Student results provision process.
19. Assessment appeals process.
20. Questions and answer session to coalify training and assessment, student support services, special needs, assessment appeals, etc.

### **During training and assessment**

Trainers monitor learners and their progress through:

1. Attendance.
2. Involvement in training and participation in learning activities.
3. Progress achieved through formative assessment tasks, and activities.
4. Progress of assessments.

### **Assessment of progress**

1. Attendance behaviour (I.e., including percentage of attendance, late coming for training, or early leaving training sessions).
2. Non-involvement for group activities.
3. Non-completion of learning activities and/or inability to complete.
4. Non-participation of learning activities that require performance (E.g., role-plays) and/or inability to respond.
5. Non-attendance for completion of assessments and/or falling behind assessment completion deadlines.
6. Inability to attend and complete some assessment tasks.

### **Attendance related progress monitoring**

Trainer applies the student attendance policy and procedures including:

1. Communicating via emails, and telephones to identify issues and provide possible solutions.
2. Sending out warning letters and establishing intervention strategies as specified by the attendance policy and procedures.

### **Inability to cope up with training.**

Trainers discuss with student, conduct training needs analysis, and provide:

1. One to one support.
2. Support with personal issues and general counselling sessions.
3. Access to additional learning resources.
4. Reasonable adjustment in assessment.
5. Social events (To improve participation).
6. Assisting in improving writing skills with examples and additional activities to improve.
7. Assessing for participation of role play, and presentation with some extra practices and individual guidance away from other participants.
8. Extra group activities to improve ability to participate and involve in discussions (I.e., fun related activities to take out fear of participation).
9. Extra training for computer skills.
10. Buddy program (I.e., pairing with another active and capable learner).

### **Student support services**

The primary mechanism for student support is through the Administration Manager who is responsible for responding to requests for assistance from students.

1. Students requiring additional assistance will be referred to the appropriate ICM staff, e.g., relevant trainer and assessor, admin personnel, Head of training, Chief Executive Officer, or to an appropriate external support provider if this is considered appropriate.
2. Before a student is referred to an appropriate external support provider the Administration Manager must seek approval from the Chief Executive Officer or the Head of training.