Student Welfare Policy

Relevant Standards
SRTO: 1.3 (b)
National Code 2007: Objective 3.1, 6.3

Linked Documents
Anti-discrimination and Bullying Policy
Sexual Harassment Policy
Student Manual and Handbook
Staff Handbook and Handbook
Student Complaints and Appeal Form

1. Purpose

Purpose of the Student Welfare Policy is to foster an environment, in which each student feels safe and supported, and contributes in a positive manner to the college community. This policy compliments college’s other relevant policies and procedures, including the Health and Safety Policy and Procedure, and emphasises college’s commitment to providing care and support for students, and promoting a positive learning environment for all involved.

2. Scope

This policy applies to all the current and prospective clients of the college.

3. Definitions

Student: Means a learner, enterprise or organisation that uses or purchases the services provided by an RTO

Student Support Services: Means the services provided by an RTO to clients in order to assist and support the successful achievement of learning outcomes. Services may include (but are not limited to):

- Pre-enrolment materials;
- Study support and study skills programs;
- Language, Literacy and Numeracy (LLN) programs or referrals to these programs;
- Equipment, resources and/or programs to increase access for learners with disabilities;
- Mediation services or referrals to these services;
- Flexible scheduling and delivery of training and assessment;
- Counselling services or referrals to these services;
- Information technology (IT) support;
- Learning materials in alternative formats, for example, in large print

Welfare Related Services: Services which address the mental, physical, social and spiritual well-being of students. These services may include, through direct provision or referral, information/advice about: accommodation, counselling, crisis services, disabilities and equity issues, financial matters, legal issues, medical issues, mental health, peer mentoring, programmes promoting social interaction, religious and spiritual matters, and stress-management

4. Legislative Context

The college acknowledges its obligation under various federal and local government acts and regulations including:

- National Vocational Education and Training Regulator Act 2011 (Cth)
- Education Services for Overseas Students (ESOS) Act 2000
- Commonwealth Disability Discrimination Act 1992
5. Policy

5.1 ALTEC is committed to providing appropriate support and welfare services to students to enable and provide them an environment, in which each student feels safe and supported, and contributes in a positive manner to the college community.

5.2 Student Support and Safety

ATELC is committed to providing and maintaining an environment that is without risks to the health, safety and security of the college employees and students. The college will achieve this by:

- Developing and implementing a Health and Safety Policy
- Developing and implementing policies on procedure to prevent and deal with any form of discrimination, harassment, or vilification of college employees and students
- Upholding the Student Code of conduct
- Appointing an OHS representative
- Appointing a student welfare officer to address welfare related services
- Providing referrals to external counselling services to students to deal with issues that are not within college’s expertise, scope, or authority
- Keeping students abreast of any general security issues or concerns (relevant to international students in particular) as observed in media, or government announcements; and providing relevant information as appropriate
- Monitoring student course progress and providing academic and administrative support to all the students within college’s policy framework to enable them achieve their academic objectives

5.3 Student Handbook

- All current and prospective students will be provided with a Student Handbook containing all the essential information to adjust to life in Australia including external resources for international students, college facilities and resources to help them with their studies.
- A copy of the Student Handbook will also be available on college’s website.

5.4 Student Welfare Officer

- The college will appoint a full-time, on-site student welfare officer to provide student welfare related services including (but not limited to) accommodation, counselling, crisis services, disabilities and equity issues, financial matters, legal issues, medical issues, mental health, peer mentoring, programmes promoting social interaction, religious and spiritual matters, and stress-management.
- Students will need to make an appointment to meet the Student Welfare office. Urgent matters will be attended to promptly on advice of the front desk (initiated by the student) or college staff members.
- Counselling services and other external referrals will be arranged if deemed appropriate by the Student Welfare Officer. There is no fee attached to this welfare support and referral service. Any cost charged by the external services will be paid by the students.

5.5 Ongoing Student Support

- The college will provide an ongoing support to students in form of Language, Literacy and Numeracy (LLN) programs or referrals to these programs if needed, course progress intervention and academic support if
Students deemed at risk of not completing the course on time, and academic support for people with disability and learning difficulties.

- Students can access college’s student support services by approaching either the Student Welfare Officer or any staff member in their immediate contact. Students will also be provided with a Student Concern form and additional policy and procedure documents to deal with and report any issues of concern or welfare.

- All students will have an unequivocal access to college resources and an equal opportunity to access college programs, services and resources, including Information Technology (IT), library, course and learning materials, access to academic and administrative staff members, avenues to lodge and resolve complaints, student welfare and student support services, and access to their administrative and academic records.

5.6 Students with Disability

- The college acknowledges the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, and its obligation as an education and training provider to support the rights of students with disability to participate in educational courses and programs on the same basis as students without disability.

- Students who wish to apply for adjustments to teaching or assessment methods on the basis of a disability should contact Director of Studies and bring supporting documents for consideration of disability (e.g. a letter from your treating professional).

- Reasonable adjustments to training and assessment methods are made using the following principles (Ref: ACARA):
  
  o Students with disabilities are subject to the standard rules and policy on assessment and teaching methods, and assessment is only varied where a student can demonstrate with appropriate documentation that he/she is disadvantaged as a result of disability.
  o The nature of reasonable adjustments is such that they are designed to minimise the disadvantage experienced by students with disabilities, rather than provide students with a competitive advantage.
  o Any adjustments to assessment for a student with a disability are to be made in such a way as to ensure that the fundamental nature of the assessment remains the same i.e. students with disabilities are still required to demonstrate a pre-determined level of ability in relation to essential competency requirements.

5.7 Students with LLN Needs

- For all learners, LLN are key underpinning skills that will support their vocational learning, the development of their employability skills and their workplace communication skills whatever level of course or training they are doing (The Crux of the Matter, DET, 2011). Accordingly, ALTEC will embed LLN principles within its delivery and learning and assessment tasks.

- ALTEC uses Australian Core Skills Framework (ACSF) as a reference to assess current LLN skill levels.

- LLN needs may be identified through student’s self-assessment (pre-enrolment), during student orientation, and/or trainer/assessors’ recommendations. These needs will be addressed through classroom learning and assessment activities over the duration of the program. ALTEC may refer students to appropriate levels of English language programs within the RTO or external providers depending on the specific needs/requirements of the student.
6. Responsibility

The Operations & Campus Director is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The Student Welfare Officer is responsible for responding to and addressing the mental, physical, social and spiritual well-being needs of students; and making appropriate referrals to external agencies when required.

The CEO has overall responsibility for the implementation and review of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@alterc.vic.edu.au