

# TLO11 Student Support Services

## Contents

Introduction .....	2
Context .....	2
Purpose .....	2
Scope .....	2
Policy Statements .....	3
Procedures .....	4
Koorie support services identified .....	4
Disability support services identified .....	5
Wellbeing support services identified .....	6
Learning support services identified .....	7
Authority to access to external services .....	8
Reference and Supporting Information .....	9
Definitions .....	9
References .....	10
Forms and Templates .....	11
Responsibility .....	11
Document Version Control Table .....	11

## Introduction

### Context

TAFE Gippsland is committed to maximising student success and recognises the importance of providing education and wellbeing services to assist students to achieve in their chosen field of study.

Student learning and wellbeing supports are individual and may be complex. As a result support can be identified from a variety of sources including; information disclosed within the pre-training review, direct referrals from student facing client services staff, teaching delivery areas, or directly from students. Access to support services will be made available to students over the course of their enrolment including prior to the commencement of study.

This Policy and Procedure is to be read in conjunction with the external legislation and internal policies and procedures listed below. In the event of any conflict, external regulations take precedence over this Policy and Procedure.

### Purpose

These Policy and Procedures establish the principles, procedures and responsibilities for ensuring:

- Students have an equitable learning and assessment environment;
- Students have access to appropriate support services;
- TAFE Gippsland meets its obligations as a Registered Training Organisation and the requirements of other relevant legislation (State and Federal).

### Scope

The Policy and Procedure applies to:

- All applicants seeking to enrol in courses at TAFE Gippsland with the exception of VET DSS students whose support is provided through their home school
- All enrolled students of TAFE Gippsland with the exception of VET DSS students whose support is provided through their home school
- All TAFE Gippsland staff
- All TAFE Gippsland activities including on and off campus education activities
  - Student Services areas:
    - Disability Access
    - Student Wellbeing
    - Koorie Engagement and Access
    - Library and Learning Support
- Programs funded through specific initiatives of external agencies (eg scholarships, Victorian Government initiatives)

Budgetary and facility constraints may govern the extent to which this policy and procedure can be fully implemented.

## Policy Statements

1. TAFE Gippsland is committed to quality teaching and assessment and the achievement of the goals of the TAFE Gippsland Education Plan.
2. TAFE Gippsland is committed to:
  - providing a supportive inclusive environment to assist students to reach their full academic potential and successfully complete their training, and
  - promoting the principles of child safety, gender equality and mutual respect.
3. Identification and provision of support services requires a coordinated approach including client services, educators, education managers and service specialists.
4. Students are informed of available support services through the TAFE Gippsland website, on enrolment and course induction.
5. Student Support Services is responsible for additional support required by students in order to access their chosen field of study.
6. Student Support Services is not responsible for ensuring engagement in courses, progression discussions with students, managing behavioural issues, withdrawals or decisions to not progress enrolment.
7. Students have equitable access to a range of services to support wellbeing and the quality of the education experience. Additional measures may be taken to ensure equitable access by marginalised groups including but not limited to Koorie students, young people in out of home care, students from a culturally linguistically diverse backgrounds and from LGBTIQ communities.
8. By virtue of completing a TAFE Gippsland enrolment form, all students, including those under the age of 18 years and their parent/guardian, can access and engage within TAFE Gippsland Student Services including referrals to external agencies that may include a personal cost to the student.
9. Support requests deemed unreasonable or those that undermine the integrity of the course or qualification will not be considered.
10. Student support is offered in line with best practice guidelines.
11. Appropriate record keeping will be maintained regarding the provision of student support services.
12. Disclosures of significant risk to an individual will be managed in line with appropriate legislation.
13. Student Support Services is focused on continuous quality improvement and accepts student feedback on its approach, systems, and processes.
14. Students are responsible for course progression and meeting inherent requirements to participate in chosen field of study.

15. TAFE Gippsland will on occasion work cooperatively and in consultation with external agencies to offer specialist services.
16. Operating hours of the team will be in line with standard TAFE Gippsland business hours published on the Student Services webpage.

## Procedures

Referral to Student Support services may come from:

- Client Services, or
- Teaching teams, or
- External agencies, or
- Enrolled students identifying the need for support.

Referrals may be made via;

- Direct contact through walk-ins,
- In person or phone discussion with staff,
- Electronic mechanisms including emails and the Student Support Services portal.

## Koorie support services identified

Step	Action	Responsible
1	<p>Applicant referred to Student Services Linkages Officer by:</p> <ul style="list-style-type: none"> <li>• Client Services, or</li> <li>• Teaching teams, or</li> <li>• External agencies, or</li> <li>• Enrolled students identifying the need for support</li> <li>• Provision of report downloaded from the Delivery Management Reporting System (PD400) at the commencement of each term, identifying students that have identified as Aboriginal and/or Torres Strait Islander</li> </ul>	<ul style="list-style-type: none"> <li>• Client Services Officers</li> <li>• Educators</li> <li>• Student Services Administration Officer</li> <li>• External agencies</li> <li>• Enrolled students identifying the need for support</li> </ul>
2	Referral passed to Koorie Engagement Officer (KEO) within one business day.	Student Services Linkages Advisor
3	<p>Koorie Engagement Officer contacts the student within two business days to provide an overview of services and offer support. Support services are initiated and plan developed with the student and teaching staff.</p> <p>This may include;</p> <ul style="list-style-type: none"> <li>• Liaison with teaching teams</li> <li>• Assistance to complete enrolment</li> <li>• Referral to additional supports such as scholarship or other Student Support service teams</li> <li>• Cultural support</li> <li>• General coaching</li> </ul>	KEO
4	All supports and actions provided to student are recorded centrally via the Student Services Portal within two business days of support occurring.	KEO

Step	Action	Responsible
5	If ongoing support is required by student a support plan is developed in partnership with teaching staff and stored with ongoing case notes in Student Services Portal.	KEO
6	Support Plan lodged on the portal system within two business days of it being created.	KEO
7	Support Plan reviewed in a 6 month cycle, or more often as required.	KEO
8	Communicate with relevant stakeholder's progress of plan as needed: <ul style="list-style-type: none"> <li>• If progress on-track support request is marked as resolved on the portal.</li> <li>• If progress is not on-track escalate to the Manager Student Support Services and meet the student and initiate a revised support plan.</li> </ul>	KEO

### Disability support services identified

Step	Action	Responsible
1	Student referred to Student Services Linkages Officer Services prior to completion of enrolment by: <ul style="list-style-type: none"> <li>• Client Services, or</li> <li>• Teaching teams, or</li> <li>• External agencies, or</li> <li>• Enrolled students identifying the need for support</li> <li>• Provision of report downloaded from the Delivery Management Reporting System (PD400) at the commencement of each term, identifying students that have identified as having a disability/disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Client Services Officers</li> <li>• Educators</li> <li>• Enrolled students identifying the need for support</li> <li>• Student Services Administration Officer</li> </ul>
2	A standard email sent to each student named in the report downloaded from the Delivery Management Reporting System (PD400) at the commencement of each term, providing an overview of services and offer support.	Student Services Administration Officer
3	Referral passed to Disability Access Advisor (DAA) within one business day.	Student Services Linkages Advisor
4	DAA contacts student within two business days to offer support and arrange meeting.	DAA
5	If a student declines support the student is referred back to the teaching team with no support provided.	DAA
6	Individual meeting occurs to assess student need.	DAA

Step	Action	Responsible
7	DAA and Applicant meet with teaching staff, develop and sign off a Learning Access Plan based on course requirements as determined by teaching staff.	DAA
8	If teaching staff do not respond to this request within three business days the DAA to escalate the request to the Program Manager of the relevant teaching area	DAA
9	If a student declines a learning access plan the student is referred back to the teaching team. General support can still be provided including coaching and external referrals.	DAA
10	All supports and actions provided to student are recorded centrally via the Student Services Portal within two business days.	DAA
11	Support provided as per Learning Access Plan including general support, advocacy, reasonable adjustments, and referrals.	DAA
12	Communicate with relevant stakeholder's progress of plan as needed: <ul style="list-style-type: none"> <li>• If progress on-track support request is marked as resolved on the portal;</li> <li>• If progress is not on-track escalate to the Coordinator Student Wellbeing and meet the student to initiate a revised Learning Access plan.</li> </ul>	DAA
13	Prior to support request being marked as resolved, DAA to liaise with Coordinator Student Wellbeing.	DAA

### Wellbeing support services identified

Step	Action	Responsible
1	Applicant referred to Student Services Linkages Officer by: <ul style="list-style-type: none"> <li>• Client Services, or</li> <li>• Teaching teams, or</li> <li>• External agencies, or</li> <li>• Enrolled students identifying the need for support</li> </ul>	<ul style="list-style-type: none"> <li>• Client Services Officers</li> <li>• Educators</li> <li>• External agencies</li> <li>• Enrolled students identifying the need for support</li> </ul>
2	Referral passed to Student Wellbeing Advisor (SWA) within one business day.	Student Services Linkages Advisor
3	SWA contacts applicant within two business days to discuss referral and potential support required.	SWA

Step	Action	Responsible
4	Support services are initiated and plan developed with the student and teaching staff.	SWA
5	All supports and actions provided to student are recorded centrally via the Student Services Portal within two business days of support occurring.	SWA
6	If ongoing support is required by student a support plan is developed in partnership with teaching staff and stored with ongoing case notes in Student Services Portal.	SWA
7	Support Plan lodged on the portal system within two business days of it being created.	SWA
8	Support Plan reviewed in an 8 week cycle, or more often as required.	SWA
9	Communicate with relevant stakeholder's progress of plan as needed: <ul style="list-style-type: none"> <li>• If progress on-track support request is marked as resolved on the portal;</li> <li>• If progress is not on-track escalate to the Coordinator Student Wellbeing and meet the student to initiate a new Wellbeing Plan.</li> </ul>	SWA
10	Prior to support request being marked as resolved, SWA to liaise with Coordinator Student Wellbeing.	SWA

### Learning support services identified

Step	Action	Responsible
1	Applicant referred to Student Services Linkages Officer by: <ul style="list-style-type: none"> <li>• Client Services, or</li> <li>• Teaching teams, or</li> <li>• External agencies, or</li> <li>• Enrolled students identifying the need for support</li> </ul>	<ul style="list-style-type: none"> <li>• Client Services Officers</li> <li>• Educators</li> <li>• External agencies</li> <li>• Enrolled students identifying the need for support</li> </ul>
2	Referral passed to Learning Support Coordinator (LSC) within one business day.	Student Services Linkages Advisor
3	Learning Support Coordinator (LSC) reviews referral and adds notes relating to identified learning gaps to the portal within two business days.	LSC

Step	Action	Responsible
4	LSC allocates student to LSA as per identified support needs.	LSC
5	If a student declines support the student is referred back to the teaching team with no support provided.	LSA
6	LSA creates an 8 week Individual Support Plan to address learning gaps including support delivery mode, schedule of support and support strategies.	LSA
7	Support provided as per support strategies outlined in the Individual Support Plan.	LSA
8	8 week review meeting held between LSC and support staff to identify if strategies are being effective.	LSC
9	Communicate with relevant stakeholder's progress of plan as needed: <ul style="list-style-type: none"> <li>• If progress on-track, support request and ISP is updated on the portal;</li> <li>• If progress is not on-track escalate to the Learning Support Coordinator and meet the student and/or teacher to initiate a new Individual Support Plan.</li> </ul>	LSA
10	As learning support requests are resolved the LSA highlights this to the LSC	LSA
11	LSC resolves the request on the student services portal.	LSC

### Authority to access to external services

Action	Authority
Services coming at no cost, contact agency directly	Student support team members
Services that attract a cost to TAFE Gippsland	Manager Student Services



## Reference and Supporting Information

### Definitions

<b>Disability</b>	As defined under the Disability Discrimination Act (1992)
<b>Disability Support</b>	Disability support includes working with TAFE Gippsland staff and students to provide reasonable adjustments within the meaning of the Disability Discrimination Act 1992 and other support services for students with a disability. It aims to provide information to teaching and support areas of TAFE Gippsland to ensure accessible teaching, delivery, assessments, enrolment procedures and facilities.
<b>Koorie Students</b>	Koorie students are Aboriginal students from the areas of Victoria and Southern New South Wales. TAFE Gippsland also welcomes Aboriginal students from other areas of Australia under this banner.
<b>Learning Access Plan</b>	A Learning Access Plan is used to support a student who identifies as having one or more disabilities. It captures student's strengths and plans for reasonable adjustment and support involving student services and the teaching teams. It is a clear action plan that is specific, measurable, achievable, for a set time period.
<b>Learning Support Services</b>	May include literacy and numeracy support, assignment support, skills to develop study techniques, breaking down questions, formatting assessments, time management and scheduling, referencing tips, research skills, Moodle familiarisation and Studiosity support. Support can be provided as one on one, in a classroom setting, via online or telephone or through an open study session.
<b>Student Services Portal</b>	Refers to the software system used to manage records and referrals associated with student contact with student services.
<b>Student Support Services</b>	Refers to the range of services including support to students identifying as: <ul style="list-style-type: none"> <li>• indigenous,</li> <li>• as having a disability/ies</li> <li>• having specific learning needs</li> <li>• needing wellbeing support</li> </ul>
<b>Support Plan</b>	An individualised plan is used to capture student's strengths and opportunities for development and support. A clear plan that is specific, measurable, achievable and achievable for a set time period. Plans can be focused on wellbeing, learning or Koorie supports.
<b>Wellbeing Services</b>	Wellbeing services scope includes early intervention, advocacy, health promotion, supportive coaching, and referral. Wellbeing services do not offer clinical or outside of business hours support.

## References

### Commonwealth

- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education 2005 (Commonwealth)
- Sex Discrimination Act 1984 (Commonwealth)
- Race Discrimination Act 1975 (Commonwealth)
- Racial Hatred Act 1995 (Commonwealth)
- National VET Regulator Act 2011 (Commonwealth)
- Privacy Act 1988 (Commonwealth)

### Victoria

- Children, Youth and Families Act 2005 (Victoria)
- Child Wellbeing and Safety Act 2005 (Victoria)
- Education and Training Reform Act 2006 (Victoria)
- Equal Opportunity Act 2010 (Victoria)
- Education and Training Reform Regulations 2017 (Victoria)
- Gender Equality Act 2020 (Victoria)
- Privacy and Data Protection Act 2014 (Victoria)
- Worker Screening Act 2020 (Victoria)
- Victorian Curriculum and Assessment Authority website (VCAA)

### TAFE Gippsland Policies and Procedures

- HR017 Child Protection Procedure
- HR023 Reporting Child Abuse Policy and Procedure
- ICT 001 Use and Provision of ICT Services and Facilities (TAFE Gippsland)
- CM 002 Records Management
- CM 023 Privacy
- TL008 VET DSS
- TL012 Student Code of Conduct
- TL 034 Student Grievances and Appeals
- TL 040 Pre-Training Review
- TAFE Gippsland Child Safe Code or Practice

- TAFE Gippsland Child Safe Policy.

## Forms and Templates

Student Portal Referral Request – via Staff Point or Student Point main page

<http://staffpoint.tafegippsland.edu.au/Pages/Home.aspx>

## Responsibility

Director Student Experience

## Document Version Control Table

Item	Summary of Update	Version Control	Revised Date
1	Original Policy Document	V1.0	10/02/2014
2	<ul style="list-style-type: none"> <li>• Updated Procedure to reflect new staffing structure and position descriptions</li> </ul>	V1.1	15/01/2018
3	<ul style="list-style-type: none"> <li>• Renamed Student Support Services Team, minor updates to procedure.</li> </ul>	V2.0	17/04/2018
4	Rebranded from Federation Training to TAFE Gippsland	V3.0	10/07/2019
5	Comprehensive review and redevelopment	V4.0	31/08/2021
6	Minor update to reflect current staffing roles and responsibilities	V4.1	21/09/2021