POLICY AND PROCEDURE

STUDENT AND LEARNING SUPPORT

PURPOSE

The purpose of this policy and procedure is to outline Culinary Institute Australia's approach to ensuring it manages student and learning support effectively to ensure students are able to successfully complete their training an assessment.

Along with other policies and procedures, this contributes to ensuring compliance with Clause 1.3, 1.7 and 1.8 of the Standards.

DEFINITIONS

ASQA means Australian Skills Quality Authority which is the national VET regulator and the RTO's registering body

SRTOs means the Standards for RTOs 2015 – refer definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 of the VET Quality Framework which can be accessed from www.asqa.gov.au

Name	Student and Learning Support policy & procedure			Created Date	January 2023
DCR No	CIA - 007	**Version No:**	V-1	**Last Modified Date:**	January 2023
Culinary Institute Australia , CRICOS Code: 03964A , Provider Code: 45775				**Page Sequence**	Page 1 of **8**

POLICY

1. Support philosphy

- Culinary institute Australia is committed to ensuring that all students receive adequate support while undertaking their training and assessment. This includes ensuring that:

  - The learning and support needs of the intended target group are considered in the course development and review processes

  - Appropriate support staffing and external support service arrangements are in place.

  - The individual learning and support needs of all students are confirmed prior to course commencement.

  - All students are informed of how to access the services they require to successfully complete their training and assessment program.

  - Regular contact with students and host workplaces is maintained throughout the duration of student enrolments.

  - Feedback is collected about Culinary Institute Australia's provision of support services and the feedback is systematically collated, analysed and used to improve support services provided.

  - Student rights are considered in accordance with the *Student Code of Conduct*.

2. Needs identification

- Student needs are identified through:

  - Analysing the possible needs of the target group and considering their needs in relation to the delivery model throughout the course design and review process

  - Information provided by the student on the application and/or enrolment forms.

  - Discussion with the student during their course entry interview.

  - Assessment of the formal language, literacy and numeracy skills test which is given to each student upon commencement of the course.

  - Discussion with the student during their induction to the program.

- Support needs may include:

  - Low levels of language, literacy and numeracy (LLN)

  - Low digital literacy

  - Disability or medical concerns

  - Cultural, social or economic issues

  - Limitations in access to resources such as money, time or support

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Culinary Institute Australia , CRICOS Code: 03964A , Provider Code: 45775				**Page Sequence**	Page 2 of **8**

3. **Provision of learning and support services**

- Support services include internal support staff and mechanisms provided by Culinary Institute Australia, or via referrals to external providers. Support services may include:

  - Student support officer to assist students
  - Referral to relevant external support organisations who specialise in specific areas such as health, financial, advocacy, legal, financial, social etc.

- Culinary institute Australia provides a range of learning support options and resources to help students achieve competency. This includes:

  - Referral to other courses or adult learning materials
  - Access to equipment or materials owned by Culinary institute Australia such as computers, Wi-Fi, books or journals
  - Additional or supplementary resources to support learning goals such as readings, links or activities
  - Extra tutorials or teaching support
  - One on one support from the trainer/assessor
  - Development of an individual support plan to meet student needs.
  - Supporting those with additional needs by making reasonable adjustments to suit needs if possible
  - Technical Support with technology

4. **Information about support services**

- Culinary institute Australia provides students with information about the type of support available and how to access it. Information is provided:

  - During enrolment/pre-enrolment
  - During course orientation
  - On an ongoing basis

- Information is reviewed annually for currency and accuracy and updated accordingly

5. **Feedback and improvements**

- Students are surveyed on their support needs using the *Unit/Cluster/Course Survey*

- Students may also provide feedback at any time using the *Feedback Form.*

- Feedback is regularly considered in order to make improvements to student and learning support services. Feedback is always reviewed at least annually during a course review in accordance with the *Course Development and Review Policy*.

PROCEDURES

1. Providing information about suitable support services

Refer: SRTOs: Clauses 1.7

Procedure	Responsibility

A. Analyse the needs of the cohort
 	
• During the course development process, identify typical support needs of the cohort and describe these in the Training and Assessment Strategy. Consider whether the target group is likely to have:
 	
   – Low levels of language, literacy and numeracy (LLN)
 	
   – Low digital literacy
 	
   – Disability or medical concerns
 	
   – Cultural, social or economic issues
 	
   – Limitations in access to resources such as money, time or support
	Admissions officer and Student Support Officer

B. Determine suitable support services
 	
• Consider which internal and external learning and support services are suitable and can be made available. Consider:
 	
   – Available support services listed in clause 3 of this policy.
 	
   – How Culinary institute Australia can help students to successfully complete the program without compromising the Principles of Assessment and Rules of Evidence.
 	
   – Previous feedback received in relation to support services.
 	
   – How students will access information about support services and the services themselves.
 	
   – How Culinary institute Australia will maintain regular contact with the student and any other stakeholders involved in the delivery of the course, for example workplace hosts or workplace supervisors.
 	
   – Student rights as detailed in the *Student Code of Conduct*.
	Training Manager

C. Update support services documentation • Once provision is confirmed, publish these in the International Student Handbook, Student Orientation or other relevant documentation. • Update documentation where additional support services are offered. • Include list of support services in the *External Support Services Register*.	Admissions officer and Student Support Officer

Name	Student and Learning Support policy & procedure			Created Date	January 2023
DCR No	CIA - 007	**Version No:**	V-1	**Last Modified Date:**	January 2023
	Culinary Institute Australia , CRICOS Code: 03964A , Provider Code: 45775			**Page Sequence**	Page 4 of **8**

Procedure	Responsibility
• Ensure you consider the age and cultural relevance in terms of the cohort from active courses (per the *Training and Assessment Strategies*). • Contact service providers to determine point of contact and request promotional or informational materials relevant to student cohorts. • Record and update details on the *External Support Services Register* at least annually. • Update *International Student Handbook* and *Student Orientation/Induction materials* at least annually and as new materials or information is sourced or developed.	

2. Implement support staff arrangements

Refer SRTOs: Clauses 1.7

Procedure	Responsibility
A. Identify appropriate support staffing arrangements • Identify support staffing arrangements sufficient for the number of students. • Ensure all support personnel roles are clearly defined in position descriptions. • Ensure staff understand their roles and are provided with the appropriate information and training for their role. • Consider cross cultural training if relevant to the student cohort.	CEO
B. Maintain support staffing arrangements • Regularly provide any updated support information to staff • Organise information and training associated with support functions as required.	CEO
C.	

3. Individual needs identification

Refer SRTOs: Clauses 1.7

Procedure	Responsibility
A. Student applies to enrol • Upon receipt of a completed Enrolment Form, review the documentation to check for any student support needs referred to. • Advise the Director of Studies to follow this up during the course entry interview.	Admissions officer and Student Support Officer

B. Entry Interview
 	
• Complete the course entry interview and
 	
    – Follow up any support needs identified in the enrolment form.
 	
    – Explore support needs identified through course entry.
 	
    – Document support needs.
 	
• Ask the student to complete the LLN assessment at the Entry interview. Mark the LLN assessment and determine appropriate LLN levels based on the marking guide. Determine whether the student has suitable skills to enrol in the course and whether or not additional support would be required. Document additional support required on the LLN assessment.
 	
• Where a student requires additional support identified through the course entry and/or LLN assessment, develop an *Individual Support Plan.*
	Training Manager

• **Individual support plans**
 	
• For students that have had individual support requirements identified, an *Individual Support Plan* will be developed which will outline the strategies used to provide the student with additional support over and above what is normally offered in the course.
 	
• This may include:
 	
    – Referral to other courses or adult learning materials
 	
    – Access to equipment or materials owned by Culinary institute Australia such as computers, Wi-Fi, books or journals
 	
    – Additional or supplementary resources to support learning goals such as readings, links or activities
 	
    – Extra tutorials or teaching support
 	
    – One on one support from the trainer/assessor
 	
    – Development of an individual support plan to meet student needs.
 	
    – Supporting those with additional needs by making reasonable adjustments to suit needs if possible
 	
    – Technical Support with technology
	Training Manager/ Trainer/Assessor

Document Control

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Attachment: Student Support Services

Referral Services Available	Name & Location	Contact Phone
Counselling service	Dr. Rae Subramanian, Level 1, 560 Elizabeth Street, Melbourne, VIC 3000	0418201554
Hotel	Quest on Williams, 172 William Street, Melbourne VIC 3000	9605 2222
Backpacker	King Street Backpackers, 197-199 King Street, Melbourne VIC 3000	96701111
Hostel	Space Hotel 380 Russell Street, Melbourne	96623888
Hospital (Emergency)	St. Vincent Hospital, 41 Victoria Parade, Fitzroy, VIC 3065	9231 2211
Doctor	William Angliss Medical Centre, C, 555 Latrobe Street, Melbourne 3000	9606 2208
Real Estate (Rental)	Ray White, 51 Hardware Lane, Melbourne	03 9670 3330
Dentist	Smile Solutions, Level 1, 10, 11 12 and the Tower Manchester Unity Building, 220 Collins Street, Melbourne VIC 3000	9650 4920 & 13 13 96
Optometrist	Spatial Vision, 8/575 Bourke Street, Melbourne 3000	9691 3000
Gynaecologist	Dr. Priya Navani Sunshine City Medical Centre 423 Ballarat Road, Sunshine, VIC 3020	9312 3000
Free legal advice	Fitzroy Legal Service, 126 Moor Street, Fitzroy, VIC – 3065	9419 3744
	Springvale Legal Service, 5 Osborne Avenue, Springvale, VIC -3171	9562 3144
Lawyer	Advice Line Lawyers, 350 William Street, Melbourne, VIC- 3000	9321 9988
Overseas Student Ombudsman	ombudsman@ombudsman.gov.au	1300 362 072
AHN (Australian Homestay Network)	Patricia Brown PO Box 109 Watsonia, VIC 3087	0421413558