



Student and Learning Support P&P

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Purpose

The purpose of this policy and procedure is to outline Sporting Shooters Association of Australia (Victoria)'s approach to ensuring it manages student and learning support effectively to ensure students are able to successfully complete their training and assessment.

Along with other policies and procedures, this contributes to ensuring compliance with AQTF 2.1, 2.3 and 2.5.

Definitions

AQTF means the AQTF Essential Standards of Continuing Registration 2010



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Policy

1. Support philosophy

- Sporting Shooters Association of Australia (Victoria) 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 is maintained throughout the duration of student enrolments.
 - Feedback is collected about Sporting Shooters Association of Australia (Victoria)'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.

3. Provision of learning and support services

- Support services include internal support staff and mechanisms provided by Sporting Shooters Association of Australia (Victoria), or via referrals to external providers. Support services may include:
 - Student support and welfare staff to assist students
 - Referral to relevant external support organisations who specialise in specific areas such as health, financial, advocacy, legal, financial, social etc.



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- Sporting Shooters Association of Australia (Victoria) 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 Sporting Shooters Association of Australia (Victoria) 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

- Sporting Shooters Association of Australia (Victoria) 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 *Exit 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 after each session and quantitative and qualitative feedback are noted and reviewed at least annually during a course review in accordance with the *Course Development and Review Policy*.



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Procedures

1. Providing information about suitable support services

Refer

- AQTF 2.1 & 2.3

Procedure	Responsibility
<p>A. Analyse the needs of the cohort</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – 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 	Training Manager
<p>B. Determine suitable support services</p> <ul style="list-style-type: none"> • Consider which internal and external learning and support services are suitable and can be made available. Consider: <ul style="list-style-type: none"> – Available support services listed in clause 3 of this policy. – How Sporting Shooters Association of Australia (Victoria) 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 Sporting Shooters Association of Australia (Victoria) 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 <i>Student Code of Conduct</i>. 	Training Manager
<p>C. Update support services documentation</p> <ul style="list-style-type: none"> • Once provision is confirmed, publish these in the Student Handbook, Student Orientation or other relevant documentation. • Update documentation where additional support services are offered. • Include list of support services in the <i>External Support Services Register</i>. 	Training Manager



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Procedure	Responsibility
<ul style="list-style-type: none"> Ensure you consider the age and cultural relevance in terms of the cohort from active courses (per the <i>Training and Assessment Strategies</i>). Contact service providers to determine point of contact and request promotional or informational materials relevant to student cohorts. Record and update details on the <i>External Support Services Register</i> at least annually. Update <i>Student Handbook</i> and student orientation/induction materials at least annually and as new materials or information is sourced or developed. 	

2. Implement support staff arrangements

Refer

- AQTF 2.5

Procedure	Responsibility
<p>A. Identify appropriate support staffing arrangements</p> <ul style="list-style-type: none"> 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
<p>B. Maintain support staffing arrangements</p> <ul style="list-style-type: none"> Regularly provide any updated support information to staff. Organise information and training associated with support functions as required. 	CEO

3. Individual needs identification

Refer

- AQTF 2.1

Procedure	Responsibility
<p>A. Student applies to enrol</p> <ul style="list-style-type: none"> Upon receipt of a completed Enrolment Form, review the documentation to check for any student support needs referred to. 	Training Manager
<p>B. Entry Interview</p> <ul style="list-style-type: none"> Complete the course entry interview and <ul style="list-style-type: none"> Follow up any support needs identified in the enrolment form. Explore support needs identified through course entry. 	Training Manager



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Procedure	Responsibility
<ul style="list-style-type: none"> – Document support needs. • Ask the student to complete the LLN assessment at the Entry interview (process). • 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 <i>Individual Support Plan</i>. 	
<p>C. Individual support plans</p> <ul style="list-style-type: none"> • For students that have had individual support requirements identified, an <i>Individual Support Plan</i> 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: <ul style="list-style-type: none"> – Additional one-on-one support from the trainer/assessor. – Adjustments to the way training resources are accessed or provided. – Adjustments to the way assessments are to be conducted or extra time for assessments. – Technical support. – Linking with additional resources in the community. 	Training Manager/ Trainer/Assessor

Document Control

Document No. & Name:	SC7 - Student and Learning Support P&P V1.0 (ID 185622)
Quality Area:	SC Students & Clients
Author:	Sporting Shooters Association of Australia (Victoria)
Status:	Approved
Approved By:	Fady Khalife _ RTO Manager
Approval Date:	8 th of October 2024
Review Date:	8 th of October 2025
RTO Requirements:	2.1, 2.3 and 2.5