



MEDICAL
ADMINISTRATION
TRAINING

MAT0008 Student Support Policy and Procedure

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POLICY

PURPOSE

The purpose of the student support policy and procedure is to ensure that all students have equitable access to support services and resources necessary for their successful participation and completion of training programs. This policy outlines the RTO's commitment to providing a supportive and inclusive learning environment for all students, regardless of their individual needs or circumstances.

OBJECTIVES

The primary aim is to improve student retention, satisfaction, and success rates by cultivating a nurturing learning environment that caters to individual needs. Additional objectives include:

- Identifying and addressing barriers to learning promptly.
- Providing timely and appropriate support services and accommodations.
- Monitoring student progress and adapting support strategies as necessary.
- Ensuring compliance with relevant regulations and standards.
- Promoting a culture of inclusivity and diversity within the RTO community.

ADHERENCE TO REGULATORY STANDARDS AND LEGISLATION

Medical Administration Training supports students in line with the following requirements and standards:

- Australian Skills Quality Authority (ASQA) - Clause 1.3, 1.7, 4.1 and 5.1 of the Standards for RTOs 2015
- Under the Australian Government's *Disability Discrimination Act 1992*, you must ensure, as far as practical, that people with disability are treated equally to the rest of the community.
- Adherence to the Privacy Act 1988 is maintained to safeguard the confidentiality and protection of personal information.

CONTRACT REQUIREMENTS

- Queensland Department of Employment, Small Business and Training – Performance Standard 4 of the Skills Assure Supplier Policy 2021-2024
- Skills South Australia – Skills SA Student Support Standards
- Skills South Australia – Upfront Assessment of Needs Guidelines

SCOPE

This policy applies to all members of the MAT team, encompassing the RTO Director, RTO Manager, Trainers/Assessors, and the Administration and Support team. Additionally, it extends to all enrolled students or those applying for enrolment within the RTO.

ROLES AND RESPONSIBILITIES

RTO Director:

- Ensures this policy and future revisions are approved.
- Guarantees sufficient resources are allocated for educational and personal support, particularly for students with disabilities.

RTO Manager:

The RTO Manager has several key responsibilities:

- Proposes policy revisions for Director approval.
- Leads staff training to ensure a clear understanding of their roles and responsibilities.

- Allocates resources to enable trainers/assessors to provide reasonable adjustments for diverse learners.
- Facilitates access to external agencies for student referrals when needed.
- Arranges additional internal or external support for students as required.
- Ensures an up-to-date agreement is maintained with a certified Learner Support Services (LSS) provider, adhering to Skills SA funding stipulations, and actively advocates for the promotion of Learner Support Services.

MAT Trainers and Assessors:

MAT Trainers and Assessors have several key responsibilities:

- Informing students about our support services.
- Monitoring student progress and performance, identifying any challenges or barriers they may face, and proactively offering assistance or intervention as needed.
- Reporting any student disclosures regarding disabilities, conditions, or other challenges impacting their studies to the RTO Manager.
- Handling all student information with confidentiality and sensitivity.

MAT Administration and Support Staff:

MAT Administration and Support Staff play an essential role in student support by:

- Discussing available support services during pre-enrolment interviews.
- Coordinates Language, Literacy, and Numeracy (LLN) assessments, reviews and records results.
- Informing the RTO Manager about any student disclosures regarding disabilities, conditions, or other challenges affecting their studies.
- Ensuring all student information is treated with confidentiality and sensitivity.
- Tracking student progress and adhering to RTO progression procedures by conducting follow-ups as necessary.

Nominated Student Support Officer:

MAT nominates a 'Student Support Officer' who shall be available to all students, on an appointment basis, through the standard RTO hours of operation.

The responsibilities of the student support officer include:

- Offering guidance and advice to students on various aspects of their academic journey, including course selection, study techniques, time management, and navigating administrative processes.
- Supporting the overall well-being of students by providing emotional support, connecting them with counselling services, and promoting mental health awareness initiatives.
- Addressing student concerns and enquiries promptly and effectively, whether related to educational matters or personal issues.
- Referring students to relevant resources and support services within the RTO or externally.
- Monitoring student progress and performance, identifying any challenges or barriers they may be facing, and proactively offering assistance or intervention as needed.
- Keeping accurate records of student interactions, concerns raised, and support provided, while ensuring confidentiality and compliance with relevant regulations.

- Collaborating with RTO staff, and other stakeholders to ensure a coordinated approach to supporting students and addressing their needs.
- Seeking feedback from students and stakeholders to identify areas for improvement in student support services and implementing changes accordingly to enhance the overall student experience.

AccessAbility Advisor:

The AccessAbility Advisor holds the responsibility of ensuring equitable access to educational opportunities for all students, including those with disabilities. Their duties encompass the following:

- Analyses student disclosures of disabilities and implements appropriate support measures.
- Conducting individual assessments and consultations to identify student needs and develop personalised Learning Access Plans (LAP's) in accordance with their disabilities/conditions.
- Collaborating with staff, and relevant stakeholders to implement LAP effectively.
- Conducting training sessions and workshops to promote awareness of disability-related issues and accommodations among RTO staff and students.
- Connecting students with external resources and support services to address additional needs beyond academic accommodations.
- Keeping thorough and precise records of AccessAbility requests and related communication to meet legal requirements and regulations.
- Monitoring and evaluating the effectiveness of LAP's and accessibility initiatives, seeking feedback from stakeholders to enhance services.

SA LSS Service Provider:

- Provides the following Learning Support Services (LSS) for eligible South Australian funded students facing complex barriers:
 - Collaboration and advocacy with MAT to ensure optimal support for each student.
 - Supported referrals and advocacy to essential services like healthcare, housing, legal aid, Centrelink, and employment providers.
 - In-class and study skills support to enhance academic success.
 - Personalised guidance and support to address personal challenges that may affect learning and progress.
 - Offers similar support services after course completion to eligible students, facilitating a successful transition into further training or employment.

MAT Students:

- Are encouraged to promptly disclose any disabilities or conditions to enable necessary arrangements.
- Seek support from MAT staff for any issues impacting their performance.

STUDENT SUPPORT PROCEDURES

INFORMING STUDENTS OF SUPPORT SERVICES

Before beginning their studies, students must receive thorough information about the available support services and how to access further details throughout their academic journey.

These services are communicated through multiple channels, including the:

- course orientation information
- student support website page
- student handbook.

Students funded through the South Australian Government funding program, Skills SA, can access further details on the RTO website's dedicated SA funding information page and via the SA funding application form.

These channels ensure that students are well-informed about the support services provided by the RTO and know where to turn for assistance when needed.

IDENTIFYING STUDENT SUPPORT NEEDS

Medical Administration Training (MAT) is committed to thoroughly identifying and addressing student support needs before, during, and after enrolment, ensuring a seamless onboarding process for both fee-for-service and students accessing government-funded programs.

Pre-Enrolment

Fee for Service students:

- **Pre-enrolment interviews:** Before enrolling, our RTO Administration and Support Staff conduct interviews with prospective students who may need additional support. During these interviews, they discuss individual needs and goals. Any required support is noted on the pre-enrolment checklist.
- **English Language, Literacy and Numeracy Proficiency Requirements:**

MAT requires all students to have English language, literacy, and numeracy (LLN) skills essential for successful participation in their chosen course.

For fee-for-service qualifications or short courses, formal LL&N assessment is not mandated, but students must provide acceptable evidence of English proficiency.

Acceptable Evidence of English Proficiency: One form of evidence is required from the list below:

1. **Australian Education:** Completion of senior secondary schooling in Australia (Year 10 for short courses or Certificate III, Year 12 for Certificate IV and Diploma) satisfies the requirement.
2. **Recognised Qualifications:** Possession of a recognised qualification at level 3 or above in the Australian Qualifications Framework demonstrates appropriate English proficiency.
3. **Official Language Tests:** Successful completion of an official government Language, Literacy, and Numeracy assessment with scores meeting the Exit Level in the Australian Core Skills Framework relevant to the chosen course fulfills the requirement.
4. **Professional Experience:** Evidence of sufficient English language skills developed through paid or voluntary work experience in a primarily English-speaking **professional environment** for at least **3 years** prior to course commencement can be considered.
5. **Standardised Tests:** Achieving a minimum overall score of 6.5 and a minimum of 6.0 in each sub-band of the IELTS test satisfies the requirement.
6. **Higher Education:** Completion of a bachelor's or master's degree from an accredited Australian university or an institution recognised by MAT for this purpose fulfills the requirement.

7. **Acer LLN:** Students unable to provide the above evidence may be required to complete an online ACER LLN assessment.

Prospective students can discuss their English language proficiency with MAT staff during the pre-enrolment interview or through alternative channels to explore suitable evidence options.

Government-funded programs (additional steps):

For students enrolled in government-funded programs in Queensland and South Australia, MAT follows additional steps:

- **Funding application review:** RTO staff carefully assess funding applications from Queensland and South Australian students to determine eligibility and identify potential support needs based on the submitted information.
- **Support options discussion:** Initial conversations with students explore available educational and personal support services, ensuring they understand all options that can benefit them.
- **LLN assessment:** For students enrolled in traineeships or other government-funded programs, MAT conducts Language, Literacy, and Numeracy (LLN) screening. This assessment evaluates the individual's proficiency in core skills, such as reading and writing, and identifies their Australian Core Skills Framework (ACSF) exit levels. Numeracy assessment is additionally required for Diploma students.

Application Completion:

- **Eligibility checklist:** After gathering information through interviews and assessments, staff complete the funding eligibility checklist, including an upfront assessment of individual student needs.

Point of enrolment

At enrolment, students are asked to disclose any disabilities, conditions, or English language requirements. Upon identification of such needs, the RTO Manager is notified, and appropriate processes are initiated. These support needs are then documented in the student file notes for reference and action.

Post Enrolment

Following enrolment, the RTO takes proactive measures to identify and address potential student support needs through various methods:

- **Regular Progress Reviews:** Student progress and assessment outcomes are regularly reviewed to identify any patterns or trends indicative of potential support requirements.
- **Collaboration and Communication:** Regular communication between academic and support staff facilitates discussions on student progress, observations, and the identification of students who may benefit from additional support.
- **Prompt Assistance:** The RTO responds promptly and effectively to student requests for assistance, demonstrating accessibility and a commitment to helping them succeed.
- **Feedback Review:** Student feedback forms are reviewed to gather insights and identify areas where additional support may be necessary.
- **Focused Interviews:** Focused interviews with students are conducted as needed to assess their specific support requirements and tailor solutions accordingly.

Additional identification methods:

- **Self-reporting:** Encouraging students to self-report their need for support through accessible channels.
- **Behavioural observations:** Recognising behaviours or actions by staff members that suggest a student may be struggling and needs support.

- **Performance changes:** Monitoring for significant changes in academic performance or progression that could indicate underlying challenges.

STUDENTS IDENTIFIED AS HAVING LOW ENGLISH LLN LEVELS

When students are identified as having low English LLN levels, the following steps will be taken to address their needs and provide appropriate support:

Discussion of Results:

- Engage in a positive discussion with the learners about their assessment results.
- Explore their reasons for undertaking the course to better understand their motivations and goals.

Providing Support:

- For students with moderate LLN issues, the RTO will explain that strong support and assistance will be provided to help them successfully complete the course.
- Tailor the support details to each individual learner's needs, in collaboration with the trainer, based on their specific situation, and create a Student Support Plan (SSP).

Assessment of LLN Skills:

- If it becomes apparent that a learner's LLN skills may hinder their ability to complete the course or achieve job outcomes, the RTO representative will promptly consult the RTO Manager for guidance.

Exploring Alternatives:

- The RTO Manager will review the case and may suggest alternative courses at more suitable levels, consider a step-by-step qualification approach by completing individual units, or explore alternative study pathways.
- All suggestions will be discussed with the learner, ensuring compliance with anti-discrimination legislation and considering the individual's circumstances.
- Students with significant LLN needs will be encouraged to consider undertaking foundation skills training at their own cost to enhance their LLN abilities and better prepare for the course requirements prior to enrolment. They may also be directed to TAFE English Language and Literacy Services (TELLS) for additional language, literacy, and numeracy training through programs such as the Adult Migrant English Program (AMEP) and the Skills for Education and Employment (SEE) program.

Non-Discriminatory Approach:

- Any proposed solutions will be presented without discrimination or exclusion, genuinely aiming to support the learner appropriately.
- The RTO's priority is to ensure that learners are not misled about the course content or difficulty level, aligning their participation with their LLN abilities and skills.

Government-Funded Programs and Foundation Skills Support:

- Students enrolled in government-funded programs through Skills SA must meet the exit level requirements of the Australian Core Skill Framework (ACSF) to qualify for funding. If a student requires foundation skills assessment and is not currently enrolled in school, they have the opportunity to access Fee-Free foundation skills bridging units or courses through an approved LSS provider.

STUDENTS WITH A DISABILITY/CONDITION THAT MAY AFFECT THEIR STUDY

Under the Australian Government's *Disability Discrimination Act 1992*, we must ensure, as far as practical, that people with disability are treated equally to the rest of the community.

When students are identified as having a disability or condition that might affect their studies, our RTO is committed to providing comprehensive support tailored to their individual needs. Here's how we address these situations:

Contacting AccessAbility Services:

- Students are encouraged to confidentially reach out to our AccessAbility Services team to discuss their needs and explore available support options.

Assessment of Needs:

- We initiate a positive and supportive dialogue with students regarding their circumstances, aiming to understand how their disability or condition might impact their studies.
- We collaborate closely with students to assess their needs comprehensively and determine appropriate reasonable adjustments to mitigate the impact of their disability or condition on their studies.
- We explore their motivations and goals for undertaking the course to ensure that our support aligns with their aspirations.

Providing Support:

- Our AccessAbility Services team offers practical guidance and assistance throughout the enrolment process, ensuring that students are aware of available resources.
- Together with the students, we develop an individualised Learning Access Plan (LAP) that outlines specific accommodations and support mechanisms tailored to their disability or health condition. Students requiring an LAP are asked to provide documentation verifying the nature and impact of their condition to facilitate the support process.
- We facilitate reasonable adjustments (where possible), such as extended time for assessments, to ensure equal participation and opportunity for all students.

Exploring Alternatives:

- If it becomes evident that the inherent academic requirements of the course cannot be met with reasonable adjustments, we explore alternative study pathways or courses in consultation with the students.
- We work closely with students to make reasonable adjustments that address the impact of their disabilities on their studies while maintaining the academic integrity of our courses.
- All decisions are made in compliance with anti-discrimination legislation and with full consideration of the individual circumstances of the student.

Non-Discriminatory Approach:

- Our RTO is committed to providing support without discrimination or exclusion, ensuring that all students have equal access to educational opportunities.
- Information provided by students is treated with the utmost confidentiality, and disclosure is only made with their explicit consent or as required by law.

Documentation:

All conversations and reasonable adjustments are documented in the student management system under file notes.

STUDENTS WITH INDIVIDUALISED LEARNING NEEDS

When students require personalised support due to various factors impacting their learning, our RTO implements Student Support Plans (SSPs) to address their unique requirements. Here's how we handle such situations:

Initiating Support:

- Students are encouraged to engage confidentially with our support team to discuss their needs and explore available assistance options.
- We initiate open and supportive discussions with students to understand how their challenges may affect their studies and identify appropriate strategies for support.

Assessment and Collaboration:

- Working closely with students, we conduct a comprehensive assessment of their needs, considering factors such as executive functioning challenges, academic progress concerns, mental health issues, and other barriers affecting their learning.
- Collaboratively, we determine specific strategies and accommodations to address the identified challenges and align support with the student's learning goals.

Providing Tailored Support:

- Our support team offers guidance and assistance throughout the process, ensuring students are informed about available resources and support mechanisms.
- Together with students, we develop personalised Student Support Plans (SSPs) outlining tailored strategies to address their unique needs and challenges. Students may need to provide relevant documentation to facilitate this process.

Exploring Options and External Support Referral:

- If it's determined that standard accommodations may not sufficiently meet the student's needs, we explore alternative pathways or support options in consultation with the student. This includes referring the student to external support services or resources that may better address their specific needs.
- Decisions regarding support are made in compliance with anti-discrimination legislation and with full consideration of the student's individual circumstances to ensure equitable treatment and access to resources.

Commitment to Equity:

- Our RTO is dedicated to providing support without discrimination, ensuring equal access to educational opportunities for all students.
- Information shared by students is treated with the utmost confidentiality, and disclosure only occurs with their explicit consent or as required by law.

Documentation:

- All discussions, assessments, and accommodations are thoroughly documented within our student management system to ensure transparency and accountability.

DEVELOPING SUPPORT PLANS

Students with unique or complex needs may benefit from having a personalised Student Support Plan or a Learning Access Plan. These plans are designed to identify and address their specific learning requirements effectively.

Student Support Plan (SSP):

What is an SSP?

An SSP, or Student Support Plan, is a personalised roadmap that outlines strategies tailored to address a student's specific support needs. This plan is developed collaboratively between the student and their Trainer or Support Officer following an initial discussion identifying the need for ongoing support.

Triggers for an SSP may include:

- Executive functioning challenges, which can impact a student's ability to plan, organise, prioritise, and execute tasks effectively.
- Persistent language, literacy, numeracy, or digital literacy challenges.
- Concerns about academic progress based on progress reports.
- Student welfare concerns, such as housing instability, family issues, or financial struggles.
- Mental health issues like anxiety or depression affecting the student's ability to focus and engage.
- Social and emotional challenges, including social anxiety or low self-esteem.
- Caring Responsibilities: This involves responsibilities related to childcare, caring for parents, or other dependents.
- Previous trauma or adversity affecting emotional regulation and concentration.
- Students may also initiate the development of an SSP to address their individual needs and learning goals.

Maintaining and Reviewing the SSP:

Once completed, SSPs are stored in the student management system for convenient retrieval and reference. The review frequency for each plan may vary depending on the course type and individual student needs, typically as follows:

- Full Certificate Students: Reviews are conducted regularly, approximately every 3 months, or as mutually agreed upon with the student.
- Short Course Students: Reviews occur typically every four weeks, or as mutually agreed upon with the student.

Addressing Lack of Progress:

If a student shows no progression despite support measures outlined in the SSP, the matter is escalated to the RTO Manager for further assessment and intervention strategies.

Learning Access Plan (LAN)

Upon receiving a completed AccessAbility Request Form from a student, a staff member will engage in a private and supportive conversation with the student. The focus of this conversation will be to understand their specific needs and explore suitable support options in a confidential and sensitive manner, recognising the sensitive nature of seeking support.

What is an LAN:

A Learning Access Plan (LAN) is a tailored plan designed to provide support and accommodations for students with disabilities or specific conditions. It ensures that students can fully access and engage with their learning environment to maximise their academic success.

Triggering for an LAP

Situations that may prompt the development of an LAP are:

- **Learning Disabilities:** Conditions like dyslexia, dyscalculia, or ADHD can affect a student's information processing or task organization abilities, necessitating customised support.
- **Cognitive Differences:** Students with cognitive differences, such as ASD or intellectual disabilities, may require personalised support to accommodate their unique learning styles and requirements.
- **Physical Disabilities:** Students with physical disabilities may need accommodations like assistive technology or adjustments to the learning environment to access learning materials and participate in activities effectively.

Maintaining and Reviewing the LAP:

Once completed, LAPs are stored in the student management system for convenient retrieval and reference. The review frequency for each plan may vary depending on the course type and individual student needs, typically as follows:

- **Full Certificate Students:** Reviews are conducted regularly, approximately every 3 months, or as mutually agreed upon with the student.
- **Short Course Students:** Reviews occur typically every two weeks, or as mutually agreed upon with the student.

INTERNAL SUPPORT SERVICES

Throughout their training program, students may access various support services provided by the RTO. These include:

Study Support

- Tailored study support is offered by trainers and assessors to address individual student needs.
- Students have access to study tips and resources to enhance their learning experience.

Learning Support

- Students will be provided with learning support that meets their individual needs and provided with assistance from one of our qualified trainers and assessors.

IT Support

- Assistance with relevant software and tools essential for studies is provided to students.

Health and Wellbeing Support

- Self-help resources promoting student health and wellbeing are accessible through our website, aiming to support students in maintaining a healthy lifestyle.

EXTERNAL SUPPORT SERVICES

Our RTO provides referral services for students who require assistance in various areas, including:

- Significant English Language, Literacy and Numeracy (LLN) Support
- Mental Health Support
- Domestic Violence support
- Welfare Support
- Health and well-being support
- Professional Counselling

STUDENT SUPPORT SERVICES REFERRAL LIST

Below is a referral list of support services that our RTO may recommend to students. Please note that this list is not exhaustive, and our support staff may conduct further research to identify additional options.

SA LSS Provider: In South Australia, external Learner Support Services (LSS) are funded and facilitated through our Skills SA funding agreement. These services provide free, non-clinical case management to SA government-funded VET students encountering significant barriers hindering their progress and completion of studies. Eligible students in need of this assistance are referred to SYC Ltd Contact Michella Obrien: Learner Support Services Case Manager 08 8405 8500, 0417 832 204 MOBrien@syc.net.au

Language, Literacy, and Numeracy Support: The Australian Government offers support to adults for the development of language, literacy, and numeracy skills through programs such as the [Skills for Education and Employment \(SEE\) Program](#) and the [Adult Migrant English Program](#). Additionally, organisations like the [Reading Writing Hotline](#) and [Tafe Queensland](#) may offer specialist support and advice for students experiencing LLN issues.

Digital Literacy Support: Students experiencing digital literacy issues may find support and advice from organisations such as [Digital Literacy Licence](#), [Tafe Queensland](#), and [Max Solutions](#).

Mental Health Support: Various organisations provide mental health support services, including:

[Beyond Blue](#) provides information and support for anxiety, depression, and suicide prevention for everyone in Australia, through a free telephone and online counselling service which is open 24/7. T: 1300 224 636

[Suicide Call Back Service](#)

[Headspace](#): 1800 650 890 (for ages 12-25)

Lifeline: Anyone in Australia can contact a trained crisis supporter any time of the day or night: [Lifeline](#) provides 24/7 crisis support: T: 13 11 14

[Sane](#): offers services to people with complex mental health issues, including trauma. T: 1800 187 263

Yarn: Crisis Support for Aboriginal and Torres Strait Islander People [13Yarn](#) T: 13 92 76

Drug and Alcohol Addiction Support: Support services for individuals experiencing drug or alcohol addiction are available through organisations like [Lives Lived Well](#) and [Lifeline](#).

Violence Support: Support services for those experiencing domestic, family or sexual violence [DV Connect- 1800Respect](#)

Stress and anxiety Support: Support services for those experiencing feelings of stress, anxiety, and low mood. [this way up](#)

General Life Issues Support: Support services for general life issues, organisations like [Beyond Blue](#), [Relationships Australia](#), [The Salvation Army](#) (Financial Counselling), [Reach Out](#), and [Lifeline](#) offer specialist support and advice.