

Student Academic Support

1. Policy

- 1.1 This policy and procedure applies to students enrolled at Capital College ('the College').
- 1.2 The College is committed to the principle of maximising the outcomes and achievements of students.
- 1.3 The College implements an effective procedure to support students in successfully completing their course within the expected duration.
- 1.4 The College will provide access to academic, English language and personal / welfare support services to all students.

Procedure

2. Student academic support

- 2.1 By continuously and systematically monitoring students' academic progress / attendance and adopting an early intervention strategy, students are given every opportunity to achieve their learning outcomes.
- 2.2 An intervention strategy refers to assisting students at risk of not meeting course requirements during and at the end of a study period.
- 2.3 The College will provide students with information to inform them of the support services available in a timely manner.
- 2.4 The College encourages learners with special needs to undertake its training courses.
- 2.5 Reasonable adjustment refers to measures or actions taken to making appropriate adjustments to assessment processes whilst maintaining the integrity of the assessment outcome.
- 2.6 This policy will be implemented in compliance with the requirements of the Standards for Registered Training Organisations (RTOs) 2015 Standard 5 and the National code of practice 2018 Standards 6, 8, 9 and 10.
- 2.7 All students are provided an orientation pre course commencement. Students are provided course progress, attendance, intervention and support services information and contacts at orientation.
- 2.8 Students are encouraged to contact their trainer or other staff at any time during their course if they have any questions, issues or are experiencing difficulties impacting their studies.
- 2.6 Students are also provided access to their trainers outside of class time if they require academic advice. Students can also arrange times to meet their trainer to access study support in the first instance.
- 2.8 The trainers can also provide and / or arrange English language/ academic support and advice to all students including but not limited to:
 - Study support,
 - Helping students adjust to the learning and assessment system
 - Reviewing learner materials with the student
 - Arranging access to supplementary reference materials

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- Arranging for supplementary exercises to develop understanding
- Arranging access to computers and modified resources
- Liaising with assessors to provide opportunities to re-attempt assessments
- Negotiating a plan with the student to enable completion of tasks
- Arranging catch up classes during non-scheduled class time and/ or holidays
- Arranging adjustments to the students' timetable and/ or course schedule
- Providing and/ or arranging English language support

3. Students with specific learning needs

- 3.1 The College provides access and equity to students with specific learning needs.
- 3.2 The College assesses student learning needs prior to course commencement.
- 3.3 The College assesses the information supplied during the enrolment process to identify student learning needs and assess whether the course applied for is suitable in addressing the learner's needs.
- 3.4 If specific learner needs are identified an assessment of whether The College can internally support these needs is made and if appropriate learning support mechanisms implemented.
- 3.5 If the College cannot internally support the specific learner needs then the student may be referred to an external organisation for support.
- 3.6 Learning support arrangements are negotiated, documented, implemented and reviewed to ascertain the effectiveness of the arrangements in supporting the student's needs. Remedial action will be negotiated and implemented where appropriate.
- 3.8 As special needs extend to more than physical or learning difficulties, our trainers also consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or non-English speaking background.
- 3.9 College trainers take special needs into consideration from the planning stage onwards and adopt particular delivery and assessment methods as appropriate. Depending on any specification given in the standards, trainers may be able to accept alternative evidence from a candidate with special needs.
- 3.10 The College staff contact other RTO's or external consultants or external support services for assistance and guidance, as required.
- 3.11 Course delivery methodologies, equipment, materials and resources may be amended, or new ones sourced to cater for individuals' specific learner needs.
- 3.12 The College works with trainers/ assessors and external industry specialists (if required) to customise teaching and assessment resources, materials and equipment to address students specific learning needs.
- 3.13 The College interacts with the industry to keep abreast of current industry practice. The College has forums and mechanisms to process information received and implements actions to maintain currency of practice. This extends to identifying current industry practices, resources, equipment and materials to appropriately support students with specific learning needs.
- 3.14 The College staff contact other RTO's or external consultants or support services for assistance and guidance, as required.

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3.15 The student is kept fully informed of the process at all times by the Training Manager.

4. Monitoring course progress

- 4.1 The College monitors course progress and intervenes to support students complete their course within the expected duration.
- 4.2 Trainers/ assessors provide written feedback to students about their assessment tasks within three weeks of submission of tasks.
- 4.6 Visa holder students may be identified as 'at risk' or 'at high risk' of not achieving satisfactory course progress are notified in a timely manner.

6. Monitoring participation

- 6.1 A student participates by completing learning activities, course work, self-directed / independent study activities and assessment tasks. Training staff monitor student participation.
- 6.2 Where relevant, College trainers will monitor students' participation through the online learning portal, accessing portal pages, completing online tasks and submitting learning, formative and summative assessment tasks as applicable.
- 6.3 The College monitors students' participation and provides appropriate support to ensure successful completion within the scheduled course duration.

8. Academic / English language intervention support

- 8.1 If the underlying reasons for a student's unsatisfactory course progress or attendance is in relation to academic / English language issues the College will attempt to assist the student where feasible by providing access to the support services.
- 8.2 Academic / English language intervention strategies are implemented in accordance with the Course progress and Attendance policies and procedures.

9. Pathway advice and support

- 9.1 Advice is provided to students on further study pathways from courses and possible employment opportunities. The College will never provide students guarantees on securing employment or study opportunities post course completion.

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25 May 20	Student Academic support policy 200522V1	CEO