

Policy and Procedure	
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Contact officer	Education Managers
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1. INTRODUCTION

1.1. Purpose

The purpose of this policy is:

- to support learners in the achievement of learning objectives and quality outcomes
- identify barriers that may prevent successful completion
- identify, implement or refer to service options &/or resources to overcome barriers
- to maximise numbers of students progressing to achievement of completion

1.2. Commitment to inclusive education

ABILITY English is committed to ensuring that all students feel welcomed, accepted, and supported such that they can thrive at the school. Procedures are in place to ensure that:

- Students with disabilities are not discriminated against
- All needs are accommodated such that students with special needs can fully participate on the same basis as their peers
- Staff can respond to the diverse needs, identities, and strengths of all students
- Students with special needs are involved in the decision-making processes that impact their education
- Educational practices benefit students of all abilities and foster positive cultural change regarding disability both within and beyond the school
- Teachers can facilitate positive learning, engagement, and wellbeing outcomes for students.

1.3. Scope

This policy applies to:

- international students enrolled at Sydney City Campus and Melbourne City Campus.

1.4. Legislative Context

This policy satisfies the requirements of the Standards for Registered Training Organisations (RTOs) 2015 Standard 1 (Clause 1.1-1.3. 1.7) to identify, respond to

and provide support to individual needs of student for all students enrolled with ABILITY English. This Policy reflects SRTOs Standard 1 Table 1.8.1 Principles of Assessment regarding Fairness and Flexibility. This policy satisfies the requirements of The National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standard 6.

1.5. Definitions

AQF is the Australian Qualifications Framework which regulates all registered courses and identifies the required level of skills from 1-10 which is needed to complete a qualification.

Course means a course of vocational education and training. In this policy it refers to the specific course a student is enrolled in.

ABILITY English refers to Ability Education Pty Ltd trading as ABILITY English

ELICOS The acronym for English Language Intensive Courses for Overseas Students.

International students Interchangeable with the term Overseas student which are students holding a student visa issued by the Australian Government's Department of Immigration and Border Protection.

National Code is The National Code of Practice for Providers of Education and Training to Overseas Students 2018.

2. POLICY STATEMENT

ABILITY English provides training and education to overseas students with most having English as a second language and on-going language support is critical to the retention and success of these students.

ABILITY English provides free access to language and learning support to all enrolled students with qualified trainers.

ABILITY English provides on-going support in study skills and recommends general participation in academic course/program activities and classes as this is essential to student success.

3. PROCEDURES

3.1. Academic intervention and support

ABILITY English is committed to its students' continual progress and attainment of learning outcomes. The Education Management team and teachers work together to monitor student progress and enhance attainment wherever possible. With this goal in mind, ABILITY English maintains assessment practices that generate meaningful

feedback for students and teachers. These procedures provide opportunities for educational intervention if students appear to be struggling or otherwise failing to meet requirements.

Academic intervention and support procedure

If a student is consistently showing no improvement in their weekly test results/and or in-class performance, or their English level is deteriorating in relation to the course learning outcomes (excluding students that have poor attendance – below 80% current attendance), the steps involved in academic intervention are:

1. Teacher discusses intervention strategies with the student to determine whether there are personal or welfare issues contributing to the student's performance.
2. If student welfare concerns are identified and feel out of the teacher's capacity and training, the case is then referred to the Student Services Officer / Education Manager.
3. An intervention form (Appendix 13.1) is then filled out by the student's teacher and Education Management. The student then has a series of one-to-one academic counselling sessions with the relevant staff member to identify problem areas and strategies to assist the student.
4. Since the student's teacher is in the best position to identify gaps in the student's learning progress, the teacher sets additional homework assignments designed to target these English language-learning areas.
5. With the EM's approval, the teacher gives the student one-to-one tuition, usually outside class time to assist with the student's progress.
6. A student may also be referred to Education Management for additional one-to-one lessons. These lessons will take place outside of school time. ABILITY English provides a free after-school tuition service for students who either need additional lessons to reach their required ESL level on time or for students encountering academic difficulties.
7. In a small number of cases, it may be necessary to recommend private tutoring to a student. In such cases, ABILITY English will recommend a tutor who will be able to meet the needs of the student.
8. If a student fails to reach his/her English language level following this academic intervention process, it may be necessary to review the student's study goal. Education Management, in consultation with the student's guardian and agent, will recommend an alternative path that may better meet the student's academic ability.
9. Notes are kept in the student file diary on Student Management System by Education Management and by the teacher on the student evaluation form in the teacher's file.

It is the primary responsibility of the teacher to assist a student who is experiencing academic difficulties through providing additional homework in the problem area, and/ or providing approved one-to-one tuition during class time or after school hours.

3.2. Identifying and supporting students with special needs

1. Prospective students are asked to declare any disabilities, impairments or learning support needs on their initial application/enrolment form. If possible, the student will also complete an offshore test to ascertain which class they will enter upon arrival.
2. ABILITY English assesses the student's LLN and/or English language skills in an initial assessment session at the beginning of each course. These results are reviewed and students who require additional support are identified.
3. Where specific learning and support needs are required, an appropriate support plan is developed by the Education Manager and receiving teacher(s) and agreed to by the student (and other stakeholders where relevant, e.g. parents) as part of the enrolment process. This involves researching and developing best practices, including supplementing existing learning materials.
4. All relevant staff members are alerted to the student's requirements and the support plan is implemented.
5. Where it is identified after commencement that a student requires further or additional support, the student and relevant staff will develop or review an appropriate support plan implemented in agreement with the student (and other stakeholders where relevant, e.g. parents)
6. In all cases where a support plan requires specialist advice, for example learning skills, language skills or medical issues, this will be sought as required to inform decision making.
7. The student for whom a support plan is being developed may be required to suspend participation in some or all their enrolled course and/or related activities where this is deemed appropriate, based on their teacher's/Education Manager's advice, and in accordance with applicable policies.
8. Each students' academic performance is monitored in accordance with applicable processes and teachers are required to identify any student whose behaviour or academic performance indicates they may be at risk of not making satisfactory course progress. Further intervention will take place as necessary.

The range of possible actions for support include, but are not limited to:

- referral to English Language Support
- referral for individual personal, financial or academic counseling
- individual or small group tutorial support
- individual or small group study plans

- adjusted teaching practices
- provision of additional resources, including but not limited to online learning tools
- alternative texts, workbooks and/or assessments

Ongoing support is additionally available to all students via student services, external organisations such as Study Melbourne, and the ABILITY English wellbeing team. Students can book appointments at any time to address cultural issues, mental health concerns, or for academic counselling.

4. RELATED POLICIES AND PROCEDURES

EDN-002-I-POL English Language Proficiency Requirements for International Students Entering Vocational Courses Policy and Procedure

EDN-006-I-POL Student Support Policy and Procedure

EDN-010-I-POL Monitoring Course Progress Policy and Procedure

5. IMPLEMENTATION

EDN-032-I-POL Learner Support Policy and Procedure is made available via ABILITY English's website externally and on the ABILITY English's Intranet internally.

6. RESPONSIBILITIES

Manager International Education will review this policy annually, or in case of legislative changes governing the delivery of education services to overseas or domestic students, as required.

Teachers are responsible for determining their student's ongoing training and assessment needs during course delivery and reviewing whether these needs are being met throughout the training and assessment process.

7. ATTACHMENTS

EDN-032-FORM A Student Support Plan

8. PROCESS MAP

N/A