

# P10 – Support Services Policy and Procedure



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## Purpose

ASMI recognises that all individuals have different needs. The purpose of this policy and procedure is put mechanisms in place to assist with the identification of learner needs and where additional support is required to implement personalised systems and/or services to ensure academic success.

## Scope

The scope of this procedure is applicable to all staff, students and stakeholders associated with ASMI. Students are encouraged to be open and honest when communicating their needs to ASMI. Staff and stakeholders should ensure all reasonable efforts are made to assist in the provision of tailored support and ensure all pertinent information is distributed to students.

## Definitions

Term	Definition
Disability, in relation to a person, means:  (Sourced from the Disability Standards for Education 2015)	total or partial loss of the person’s bodily or mental functions; or total or partial loss of a part of the body; or <ul style="list-style-type: none"><li>▪ the presence in the body of organisms causing disease or illness; or</li><li>▪ the presence in the body of organisms capable of causing disease or illness; or</li><li>▪ the malfunction, malformation or disfigurement of a part of the person’s body; or</li><li>▪ a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or</li><li>▪ a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and</li><li>▪ includes a disability that presently exists or previously existed but no longer exists, may exist in the future, or is imputed to a person.</li></ul>
Reasonable adjustment	an adjustment is a measure or action taken to assist and support a student with a disability to participate in training on the same basis as other students whilst ensuring it does not impact the integrity of the assessment outcome. An adjustment is reasonable if it takes into account the student’s learning needs and balances the interests of all parties affected, including the student, the provider, staff and other students.

## Identification of Special Needs

When applying for a program, every student is required to complete a Student Application Form, which is a contract between both parties for the delivery of vocational training and assessment services. This form provides Australian Skills Management Institute (ASMI) with vital information to assist in the provision of personalised support services to students.

Within this form are the previous work experience / study and disability information fields. Employees of ASMI shall take into account information populated in these fields when determining the level of support needed and make contact with

a student where necessary to request additional information / arrange a meeting, in accordance with the Admission Policy and Procedure which is available on the ASMI website.

## **1. Language, Literacy and Numeracy**

Applicants identified with special needs in regard to language, literacy or numeracy shall be provided with assistance to maximise the student's opportunity to achieve a successful outcome from the training.

The relevant trainer/assessor shall consult with each student in private. Discussion shall focus on the student's need(s), their view of the assistance required, and how best to address the need(s). Possible options could be additional English language classes, specialist tutoring, and/or outsourcing of specialised assistance and alternative programs.

## **2. Disability**

Students who identify as having a disability will have individual needs; therefore, it is not possible for ASMI to implement a set of specialised services to suit all students.

ASMI adopts the following process recommended within the Disability Standards for Education 2005?:

**Step 1:** Consultation with the student – regarding all relevant circumstances and interests, including the student's needs, the disability (if applicable) and their views on the assistance required;

**Step 2:** Consideration of whether a reasonable adjustment is necessary – would an adjustment be reasonable and to what extent would it achieve the aims?

**Step 3:** Identification of a reasonable adjustment if it is necessary – is there any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student?

**Step 4:** Making the reasonable adjustment – within a reasonable time according to the provision of relevant information in the student's possession about how they would be affected in relation to training.

This process shall be repeated at regular intervals as determined in conjunction with the student to ensure continuity in meeting the changing needs of the student.

Further information on working with people with a disability and information on agencies provided support for people with disabilities can be obtained from the following national web site: <http://www.acrod.org.au/>.

## **Reasonable Adjustment**

It is expected that a person with a disability will be able to advise ASMI in regard to adjustments he or she needs to be able to participate in the training and assessment. Where necessary, ASMI shall seek advice from government agencies or support organisations to determine what needs to be done to accommodate the requirements of the individual.

The following factors will be considered:

- i) the nature of the individual's disability;
- ii) the information provided by, or on behalf of, the student about how the disability affects their ability to participate;
- iii) the student's (or associate's) views about the adjustment;
- iv) information provided by the student about their preferred adjustment;
- v) the effect of the adjustment on anyone else affected;
- vi) the effect of the adjustment on the student, their ability to participate, achieve learning outcomes and operate independently; and
- vii) the costs and benefits of making the adjustment.

Reasonable adjustment activities may involve:

- i) providing additional lighting;
- ii) providing an adjustable workstation or special seating;
- iii) modifying equipment or providing special adaptive technologies such as voice-activated computer software, special keyboard, large screen monitor or associated aids;
- iv) providing special assistance or a referral to special assistance such as an interpreter for candidates with hearing impairment and provision of paper-based materials in advance of face to face sessions;
- v) adapting the training methodologies, without impacting on the delivery of the essential skills, knowledge and understanding required for the relevant competencies; and
- vi) adapting the assessment methodologies, without impacting on the validity of the attainment of the relevant competencies. For example: allowance of extra time and varying question and response modalities (such as use of oral questioning rather than written, and audiotaped or videotaped answers instead of written answers).

The possibilities are considerable and staff members are encouraged to think laterally. For example: a learner with a physical impairment may not be able to physically undertake a certain activity, but they may be able to direct someone else to do so. In some cases, this will meet the requirements of the unit of competency, such as for a supervisor who needs to know how to do something but does not have to physically do it.

### **Unjustifiable Hardship**

Once an adjustment is considered reasonable in the circumstances, balancing the interests of all parties affected, the next step is to consider whether it would nonetheless impose unjustifiable hardship on ASMI.

Where a student's claim of unjustifiable hardship is made, ASMI shall take into account all the financial and other resources that are reasonably available for the purpose of making any necessary adjustments for the student, and the impact of those adjustments on their capacity to provide education of high quality to all students while remaining financially viable.

### **Transition Support**

In an unlikely situation where a program or program offering is discontinued and a student requests to transition to another program or organisation, the administration office and support staff shall support students through the transition by providing advice and assistance with enrolment and applicant offers and, where a program is discontinued without replacement, counselling about their study options to achieve their career objectives.

### **Referrals**

If ASMI is unable to assist students or provide the level of support needed in order for the student to successfully complete their program, a referral may be provided to external support services. ASMI does not take responsibility and is not liable for the services provided by an external party.

### **Provision of Information**

Trainers/assessors are responsible for ensuring an orientation/induction session is held for each new program/student. During the session, the following items shall be addressed:

the trainer/assessor confirms that an enrolment has been processed by the administration office and checks that the student has brought the required documentation, such as proof of citizenship

the trainer and assessor issues students with their timetable/completed training plan

students are provided with information handouts and reminded of and guided through key policies and procedures, including complaints and appeals, refunds, academic progress, attendance and assessment

The Director of Operations is responsible for ensuring a holistic international student orientation is delivered to all international students (may be run for multiple programs simultaneously). International student orientations and student handbooks shall include information on international support services, including but not limited to:

- i) transitioning to life in Australia
- ii) legal services
- iii) emergency and health services
- iv) facilities and resources (including library)
- v) complaints and appeals
- vi) visa condition requirements relating to course progress and/or attendance
- vii) welfare related support including accommodation issues
- viii) referrals to external support services

## Related Documents

Forms	
F07	International Student Application Form
F15	Student Application Form

  

Policy and Procedures	
P01	Admissions Policy and Procedure
P21	Student Code of Conduct

## Document Amendments

Details	Version	Date
Initial document creation	1.0	29 <sup>th</sup> July 2015

Procedure review and update to conform to new template	2.0	18 <sup>th</sup> May 2018
Procedure review and update to conform to new processes	3.0	21 <sup>st</sup> February 2020