

Date of Implementation

1st September 2023

Date Reviewed

August 2023

Date Due for Review

July 2024

Student support and welfare Policy (Clause 1.2 & 1.7)

Purpose

MiHaven Training is committed to protecting and promoting the welfare of our students. MiHaven Training recognises that individual students have individual needs, and some may need additional support. In accordance with the Standards for RTOs 2015 and providing quality training and assessment services to students with disabilities, this policy ensures that MiHaven Training will take active steps to prevent harassment or victimisation of all students and staff, including those with a disability.

MiHaven Training is committed to the elimination of discrimination on the grounds of disability in the areas of education, access to premises and will provide support to students with disabilities or special needs as far as it is practicable in accordance with the Disability Discrimination Act. The definition of a disability is broad and inclusive of physical, intellectual, psychiatric, sensory, learning, neurological, physical disfigurements and the presence in the body of disease-causing organisms.

This policy is based on our Access and Equity policy and MiHaven Training are fortunate to have a number of onsite training facilities that can cater for students with disabilities, to enable participation on the same basis as other students. Where it is not practicable to admit a student that will pose an unjustifiable hardship on MiHaven Training the student may not be admitted to the training course, this will be decided on a case-by-case basis according to the Disability Discrimination Act (1992).

MiHaven Training is committed to giving every student an opportunity to successfully complete their chosen course and recognises that our students come from a diverse range of backgrounds and have a diverse range of work and life experiences. Student welfare and support aspects includes, but is not limited to:

1. Academic support
2. Non-academic support
3. Providing additional support to students who may have special needs (i.e., Students with specific health issues, students with disabilities and students needing support with Language, Literacy and Numeracy).

MiHaven Training has implemented inclusive practices to support student participation and learning outcomes as a core business element. The benefit in making original designs accessible, rather than adapt things later is not only cost-effective, but could benefit many students. When developing in-house assessment resources, inclusive of marketing collateral, PowerPoints and student handouts, MiHaven Training refers to the Department of Youth Justice, Employment, Small Business and Training Universal Design Principles Checklist, to cross check what is being developed and enhance the accessibility for everyone.

Key Staff

The following staff are critical in the provision of support to students:

1. Sales and Administration Teams – help explain the nature of the course to prospective students within pre-enrolment interviews/meetings and answer public queries.
2. Program Manager – provide student welfare/support to students throughout the entire learning journey, inclusive of work placement experiences.
3. Trainers and Assessors – who deliver and assess courses and who evaluates language, literacy and numeracy skills and supports the student with LLN matters from commencement to the completion of the students learning journey.

Policy

Student Welfare

The Training Operations Manager and Program Manager will liaise with each trainer and assessor to identify concerns for students having special needs or requiring further welfare support. If welfare support needs have been identified, this will be logged into the Student Welfare Register. Due to the often-sensitive nature of welfare cases, access to the Student Welfare Register is highly restricted.

The following processes will be applied for students considered to be “at risk”. MiHaven Training is at all times concerned with the welfare of our students; training staff will refer them to qualified external counsellors. Personnel are required to respond to and attempt to alleviate any signs of distress or discomfort by students, and to actively render appropriate assistance. If students require extra support or counselling, they are encouraged to contact a member of our team who will be able to assist and refer them to the appropriate support services.

Student Support

MiHaven Training provides student support in a range of ways. Prior to enrolment, all students are to undertake a Language, Literacy and Numeracy (LLN) assessment, which is designed to determine whether a student may need additional LLN support to successfully undertake this qualification. A General Student Support Strategy is available for download on our website.

Where additional support needs are determined, and benchmark LLN markers are not met, the matter is referred to the Trainer and Assessor who then assists in the development of an individual support plan in conjunction with the student and/or school (where applicable) prior to the student commencing their course. The LLN robot will develop an individualised set of supporting resources, specific to the criteria and requirements of the qualification being undertaken by the student, this will be forwarded to the student and trainer and assessor individually.

Trainers and/or students may also contact MiHaven Training or the School Individual Learning Needs Officer (if applicable) if they believe a student who has commenced may need additional support. The School Individual Learning Needs Officer will then work with both the Trainer and the student to identify an appropriate support plan. MiHaven Training will work with any external learning support specialist for individual students requiring extensive additional support.

Love Apptually is a resource developed by Department of Youth Justice, Employment, Small Business and Training that has a list of resources and apps to support learning. MiHaven Training trainers and assessors are given an electronic copy of this resource to be able to support any of their students throughout their learning journey.

We cannot, however, compromise the requirements of the relevant training package or the safety and welfare of other students or trainers but will endeavour to make reasonable adjustments and offer support to students identified with any form of disability or barriers to ensure they undertake a fair and equitable training and assessment.

Evaluating Support Needs of Students with Special Needs

Students intending to enrol for training with MiHaven Training are requested prior to enrolment to advise MiHaven Training if they have any disability, physical, health issue or other impairment which may adversely affect their ability to successfully undertake training and assessment. Students are encouraged to discuss with MiHaven Training any 'special needs' and/or 'reasonable adjustments' to the study environment which they consider are necessary or would assist them in the performance of their studies.

MiHaven Training, in collaboration with the Student, will assess the potential for the Student to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the Students' learning. However, no compromise to the integrity of the assessments against competency will be allowed. Students with a disability are required to have the ability to fulfil the core requirements of the units of Competency to attain the relevant award. However, it is recognised that flexibility in arrangements may need to be implemented.

Where a prospective student indicates that they have a health issue or disability on or prior to their application, the staff member undertaking the enrolment process will ask if they have any special requirements. Where relevant, the prospective student will be referred to the MiHaven Training's Training Operations Manager or Schools Individual Learning Needs Officer for a formal interview to confirm that the student is able to physically participate in the course (where relevant), identify support mechanisms required and identify any requirement for reasonable adjustment in the provision of materials, unit selection, delivery or assessment.

Where a student has a requirement for Reasonable Adjustment, the Trainer will liaise with the Training Operations Manager. An outline of the support required will be discussed and documented on the student file. The Training Operations Manager may also consult with or refer to an external body for guidance on particular issues if required.

This same process is applied if an existing student develops a disability or medical condition throughout their learning journey.

Costs associated with adjustments

MiHaven Training will analyse all direct and indirect costs associated with any adjustments. In some cases, a student may be able to access funding to obtain help with LLN, digital skills and / or assistive technology and aids. This will be considered as offsetting costs where applicable.

In other cases, MiHaven Training may consider how many students may benefit now or in future from a technology investment to assist an individual student. Where the student is participating or is intending to participate in an apprenticeship or traineeship and the physical aids or assistive technology would also be used within the workplace, MiHaven Training may seek to share costs with the employer.

In other cases, the student may be already hold the technology or aids and the costs to MiHaven Training is minimal or negligible.

However, it is important to acknowledge that in some cases, the costs of implementing an adjustment may not be practical. And that such a cost may impose an unjustifiable financial hardship on MiHaven Training (or a workplace if relevant to apprenticeship / traineeships). In all cases, MiHaven Training will try to accommodate reasonable adjustments where practical.

Students who are identified as disengaged

The Trainer and Assessor will notify the Training Operations Manager and Programs Manager to discuss where a student has an attendance issue and there is a potential disengagement issue.

The Programs Manager will conduct a 'well-being call' to contact them and identify any underlying issues that may be impacting their attendance and liaise with the Trainer to develop an individual re-engagement strategy taking into account the student's specific needs. The Trainer and assessor will then monitor ongoing participation of the student. The focus is on early intervention to ensure that students don't fall too behind in their academic progress.

Students with behavioural issues during class

The Trainer and Assessor will attempt to deal with the behavioural issue in the first instance. Where the issue is repeated, they will seek advice from the Training Operations Manager. The Trainer or Training Operations Manager will address behavioural issues and work on a strategy to re-engage the student (if applicable) or suggest another education pathway if applicable.

Language Literacy Numeracy (LLN)

Where the Language, Literacy, and Numeracy (LLN) assessment indicates that there may be a LLN barrier, the Programs Manager will advise both the Trainer for review and follow-up with the student individually.

The LLN assessment will be reviewed to identify whether there may be a requirement for:

1. Low level support
2. Higher level support - reasonable adjustment
3. Potentially not suitable for the course- other options available

Speaking difficulties

- Student may bring a family member, friend, or support person to help explain and interpret terminology or more complex issues.

Listening difficulties

- Provision of seating close to trainer.
- Student may bring a family member, friend or support person to 'sign' course content.
- Ensure course materials are presented in clear, plain and 'easy' English.

Reading difficulties

- Provision of seating close to screen.
- Ensure all course materials are written in plain English.
- Student may bring a family member, friend or support person to help read terminology or more complex issues.
- Increase the use of graphics and signs in course materials.
- Provide large font training course materials.

Writing difficulties

- Trainer may use alternate assessment method (e.g. oral questioning).
- Student may bring a family member, friend or support person to take notes or complete exercises on the student's behalf where writing skills are not essential to course outcomes.

Please refer to the Language, Literacy and Numeracy policy for further details.

Students with personal issues

Students may contact the Training Operations Manager or the Program Manager if they are having personal issues such as a relationship or family breakdown, difficulties within their workplace, medical or physical health issues, mental health issues, serious illness with a family member etc. The Training Operations Manager or the Program Manager will help the student obtain appropriate support through referral of relevant local agencies.

The Training Operations Manager or the Program Manager will log this interaction into the Student Welfare Register and follow up with the student directly throughout the duration of the students learning journey. The information disclosed into the Student Welfare Register is restricted and highly confidential.