Student Support

Contents

Student Support ........................................... 1
Introduction ............................................. 1
Purpose ..................................................... 1
Scope ....................................................... 1
Rationale ................................................... 1
Principles/Statement ...................................... 1
Access Procedure .......................................... 2
Specific responsibilities .................................... 3
Definitions ................................................ 3
Supporting Documents ...................................... 4
External Legislative Context ................................ 4
Forms and Templates ....................................... 4
Responsibility ............................................ 4

Introduction

Purpose
The purpose of this Procedure is to establish the guidelines for the Student Advisory Team (‘The Bubble’) to provide all current and future students of Federation Training with the individualised support they may need to engage fully in their education, and to determine the allocation of student support and resources.

Scope
This Procedure covers all current and future students of Federation Training, and is intended to facilitate equitable distribution of advice, support and resources across all Federation Training campuses, within funding parameters.

Rationale

Principles/Statement
All students shall have access to support in accordance with the guidelines and procedures contained in this document.

The Bubble works in partnership with all teaching teams to provide learning support, careers advice, counselling, library services and disability support for learners enrolled at Federation Training or considering Federation Training as an education provider. The Bubble will endeavour to maximise the student’s learning by investigating opportunities for support via internal institute practices and available resources and/or by working cooperatively and in consultation with partners and external agencies and organisations.
Access Procedure
A potential or current student may access The Bubble services in a number of ways:

a) The Bubble Hubs (housing the Student Advisory Team) are located at the Warragul, Yallourn and Bairnsdale campuses with all other campuses having a dedicated office space. The Bubble Hubs are staffed at all times by an administration team and the office spaces have timetables posted advising of staff availability.

b) Students identified through the Pre-Training Review process (TL 040) are referred to The Bubble.

c) Students are referred to The Bubble through the use of our referral process (Enquiry/Referral - The Bubble), either as a self-referral or by a member of a Teaching Team or other employees of Federation Training.

1.1 Criteria for receiving Foundation Skills Support
- Foundation Skills Support is usually identified prior to enrolment (Refer to Policy TL 040 – Pre-Training Review and Foundation Gap Analysis Procedure). This support will assist a student in reading, writing, oral communication and/or numeracy.
- Support provided will be at least the minimum identified in the Foundation Skills Assessment.

1.2 Criteria for receiving Disability Support
In consultation with a Federation Training member of staff, a student with a disability or who presents with additional learning needs, and who wants long term support to meet their needs, will need to provide relevant documentation from a relevant professional.

A relevant professional could be:
- a doctor
- a medical specialist
- a psychiatrist or psychologist
- a physiotherapist
- an educational specialist
- a case manager from Department of Human Services or other local community service.

The documentation or report should include information on:
- the student’s specific medical condition, disability, mental health or additional need(s) requirements.
- the impact that this has on the student’s ability to learn.
- recommended ways to support the student with learning needs.
- the professional's position.
- letterhead, dated and signed.

Documentation can be an original report from the relevant health professional such as a learning disability report from an Education Psychologist of completed by using the Documentation Request Form, attached to this document.

When assessing disability support, the Disability Liaison Officers will take the following factors into consideration:
- Support will not be given for more than the total module or course hours, i.e. for a 30-hour module, not more than 30 hours of support.
- The student will be required to provide documentation about their disability or additional needs. This process is outlined in Federation Training enrolment documentation.
When determining level of support to be offered, factors to be taken into consideration will include scope for shared support and nominal class size.

**Specific responsibilities**
The responsibility for the development of each student's Training Plan rests with the Teaching Team that enrols the student.

**Definitions**

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<th>Term</th>
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| Disability         | In respect of a person, a disability is that which is—  
|                    | a) a sensory, physical or neurological impairment or acquired brain injury or any combination thereof, which—  
|                    | (i) is, or is likely to be, permanent; and  
|                    | (ii) causes a substantially reduced capacity in at least one of the areas of self-care, self-management, mobility or communication; and  
|                    | (iii) requires significant ongoing or long term episodic support; and  
|                    | (iv) is not related to ageing; or  
|                    | b) an intellectual disability; or  
|                    | c) a developmental delay.                                                                                                                  |
| Training Plan      | Documents the individual learning program for the course of study being undertaken by a student and includes time frames for module and course completion in line with the student's individual abilities and needs. |
| Student Advisory Team Services | ‘The Bubble’ - provides support to all students of Federation Training. Support programs include Career Counselling, Pathways Program, Disability Support, Counselling and Library. |
| Foundation Skills Support | This program offers options for students studying any Federation Training course with extra assistance from a Foundation Skill course. Foundation Skills Support is determined by a Foundation Skills Assessment that assures a learner is matched with the minimum foundation skills required to successfully complete the designated training. |
| Disability Support | This program offers options for students with a disability or additional needs studying any Federation Training course with support to achieve educational objectives. Students with an intellectual, learning, physical, psychological or medical disability are eligible to access this program for educational support |
| Teaching Support   | In special circumstances where there is an identified risk to the student, program and others, Teaching Staff may apply for Disability Support. |
| Disability Liaison Officer | Leads the process and support services necessary for access and participation by students with a disability |
Supporting Documents

External Legislative Context
Disability Discrimination Act 1992 – Australian Government
Disability Act 2006 - Victorian Government

Forms and Templates
Student Advisory – Enquiry/Referral – The Bubble
Student Management - Pre-Training Review Checklist

Responsibility
Executive Director Engagement & Capability

Please Note: For further information or assistance regarding policies and procedures contact:
The Policy Unit | Email: s.columbus@federationtraining.edu.au | Phone: 5152 0706 | URL: www.federationtraining.edu.au