



AHETI

Transforming Aspirations into
Australian Health Careers

STUDENT SUPPORT POLICY

1 PURPOSE AND SCOPE

- 1.1 This Policy is established to guarantee that every AHETI student can readily access personalised academic and non-academic support services aimed at fostering their achievement.
- 1.2 This Policy is relevant to students who are currently registered at AHETI and all AHETI personnel in academic, student services, and administrative positions.

2 DEFINITIONS

- 2.1 In the context of this Policy and the corresponding Procedures, the following definitions apply:
 - i. AHETI - Australia Health Education and Training Institute.
 - ii. AQF - The Australian Qualifications Framework.
 - iii. ASQA - Australian Skills Quality Authority.



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- iv. Reasonable Accommodation - Students with disabilities should receive reasonable accommodations that facilitate their compliance with course requirements, provided that such adjustments do not create undue hardship for AHETI. However, if a student cannot fulfil the requirements, even with accommodations, they may not complete the course. Reasonable accommodations encompass accessible classrooms, note-taking assistance, course materials in alternative formats (e.g., electronic, large print, braille), use of laptops for assessments, extended time or assessment deadline extensions, alternative assessment tasks, ergonomic chairs/desks, assistive technology usage, Auslan interpreters, or other appropriate adaptations.
- v. Services - Educational, training, related support, and promotional activities associated with the recruitment of potential students.
- vi. Student Support Plan - An established plan that identifies and outlines any additional assistance required by an individual student. It details specific needs for each course and the strategies for ensuring the necessary support is provided.
- vii. Student Support Services - Services designed to ensure that students receive training, assessment, and support tailored to their specific requirements, with the underlying principle of maximising the learner's outcomes.
- viii. The Board - The governing body of AHETI.
- ix. VET - Vocational Education and Training.

3 POLICY STATEMENT

- 3.1 AHETI is dedicated to facilitating students' success by offering tailored support. To achieve this, AHETI assesses the unique requirements of each student and ensures that students have access to the educational and support services essential for them to fulfil the qualification or unit's criteria.
- 3.2 AHETI accommodates a broad spectrum of students and strives to recognise and address their learning necessities.

4 PRINCIPLES

- 4.1 Access and equity entail ensuring that individuals with diverse requirements and abilities have equal opportunities to gain skills, knowledge, and experience through training, regardless of factors such as age, disability, ethnicity, gender, religion, sexual orientation, family responsibilities, or location.
 - i. To promote access and equity, AHETI is dedicated to providing and endorsing inclusive, non-discriminatory practices and procedures to offer equal chances to all students for achieving learning objectives.
 - ii. AHETI employs uniform recruitment and enrollment processes for all applicants, ensuring they are devoid of discrimination and offer opportunities to identify individual learning needs and corresponding support.
 - iii. Students who disclose their disability and/or learning challenges after enrollment receive a Student Support Plan and are included in the Student Support Register, outlining any reasonable adjustments agreed upon for the student by the Lead Trainer.



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- 4.2 Reasonable adjustments are offered to students with specific learning requirements, such as disabilities or learning difficulties, in accordance with the nature of the learning need. Students can negotiate to tailor assessment tasks to suit their specific needs concerning workplace setting, interests, learning style, literacy, disabilities, or cultural background.
- i. Reasonable adjustments, including learning assistance, alternative assessment methods, extended time for qualification, unit, or assessment completion, support for basic literacy or numeracy issues, and the use of adaptive technology, are implemented to ensure that participants do not encounter unjustifiable obstacles to demonstrating their achievements in the program of study, all while preserving the assessment's original integrity.
- 4.3 When a student requires academic support or is at risk of not completing a qualification or unit within the expected timeframe, the Lead Trainer arranges a meeting with the student to create an individualised Student Support Plan.
- i. Students have the opportunity to seek guidance and support from the Lead Trainer/Trainer and/or Course Coordinator at any time to maintain satisfactory academic performance. Students needing additional academic support are referred to AHETI Student Support Services, as deemed appropriate.
 - ii. Students can access guidance and advice on personal matters. If external support is deemed necessary by AHETI, a referral to an appropriate support service will be initiated.
 - iii. All students are required to attend an orientation program at the beginning of their studies. This orientation program encompasses information about available support and reasonable adjustments for students with disabilities or additional learning requirements.

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- 4.4 For students who opt to re-enroll in a qualification or unit after being assessed as Not Yet Competent in a prior enrollment, the Lead Trainer organises academic counselling. Students are informed about available support, and their re-enrollment in a qualification or unit may be subject to conditions.
- i. The Lead Trainer maintains records of actions taken to aid the student in a revised Student Support Plan.

5 ROLES AND RESPONSIBILITIES

- 5.1 The AHETI Director is tasked with overseeing the implementation of this Policy and has the authority to assign some or all of their responsibilities to an AHETI staff member.
- 5.2 The Lead Trainer holds the following responsibilities:
- i. Ensuring that all students receive the necessary support.
- ii. Maintaining accurate and confidential records related to student disabilities or learning challenges, as well as reasonable adjustments.
- iii. Creating materials for orientation that outline the available student support and ensuring that all students can access this information during orientation events and via the Student Handbook.
- iv. Compiling and assessing progress data concerning students receiving learning support and those with student support plans.

For more information		
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