

**AHETI**

Transforming Aspirations into
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STUDENT SUPPORT PROCEDURE

1 PURPOSE

- 1.1 The AHETI Student Support Procedure outlines the steps for AHETI to guarantee accessibility and fairness for students and optimise student results by offering support services before enrollment and during our programs.
- 1.2 AHETI is dedicated to supplying students with the appropriate and continuous support, along with any extra guidance or aid necessary to fulfil individual student requirements.

2 SCOPE

- 2.1 This Procedure is relevant to all potential and current students at AHETI, as well as all staff involved in teaching, assessment, and administrative aspects of student support at our institution.

3 IDENTIFICATION OF TARGET GROUP NEEDS

- 3.1 AHETI considers the needs of the intended student audience and tailors training, assessment, and support services in the development of Training and Assessment Strategies (TAS) and course brochures. These needs are determined through the analysis of data from VET and industry sources, as well as consultations and feedback. The following areas are addressed in the TAS:
- 3.2 Participants and learning environment:
 - i. Admission criteria
 - ii. Educational and career pathways



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- iii. The specific target audience
- 3.3 Assessment materials, techniques, and schedules:
 - i. The existing competencies and experience of applicants (including Credit Transfer and Recognition of Prior Learning)
- 3.4 Support and Appropriate Accommodations:
 - i. Language, literacy, and numeracy support
 - ii. Disabilities or temporary injuries or illnesses
 - iii. Reasonable adjustments

4 IDENTIFICATION OF STUDENT NEEDS

- 4.1 AHETI instructors and administrative personnel actively encourage students to communicate their educational needs at all stages of their learning journey, starting from the initial contact and enrollment, and continuing through their training until they successfully complete their coursework.
- 4.2 AHETI staff have the responsibility to recognise and address students' needs during the enrollment process, as well as throughout the course and any interactions they have with students. It is the Course Trainer's duty to monitor students' progress and inform the Lead Trainer/Course Coordinator of any identified needs.
- 4.3 Student needs may encompass various aspects, including but not limited to the following:
 - i. Language, literacy, and numeracy
 - ii. Flexibility in training
 - iii. Adaptations to the training approach



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- iv. Access to materials and equipment
 - v. Comprehension of the subject matter
 - vi. Validation of existing competencies
 - vii. Disabilities, illnesses, or injuries
 - viii. Hardships and health-related issues
 - ix. Concerns related to fee payments
- 4.4 AHETI can provide students with additional support services when necessary.
- i. Academic Support
 - a. Support offered during RPL or Credit Transfer application.
 - b. Guidance with RPL or Credit Transfer requests
 - c. Assistance with learning and assessment
 - d. Orientation to the assessment procedure
 - e. Evaluation of the necessity for reasonable accommodations based on the student's circumstances
 - f. Direction to language, literacy, and numeracy (LLN) resources
 - g. Recommendations for library and study skills assistance
 - ii. Non Academic Support
 - a. Proficiency in using digital tools
 - b. Alternatives for paying fees and access to instalment plans



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- c. Counselling support
- d. Assistive technology for individuals with disabilities
- e. Services for students with disabilities
- f. Resources from the Office of Equity and Inclusion
- g. Dispute and conflict resolution
- h. Assistance for student well-being and support
- i. Techniques for managing stress
- j. Guidance towards resources for financial hardship, support, and health services

5 COURSE SUPPORT STRATEGIES

5.1 To enhance student learning, we implement various strategies, such as:

- i. Supplying educational materials in different formats, including videos, written content, and hands-on exercises, to reinforce learning.
- ii. Encouraging students to progress at their own pace.
- iii. Offering personalised guidance and support from Course Coordinators and Trainers.
- iv. Applying reasonable adjustments in training and assessment when necessary.
- v. Providing assistance in language, literacy, and numeracy (LLN) as well as industry-specific terminology and technology.



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- vi. Addressing any identified learning or other challenges.
 - vii. Referring students to external support specialists when required.
- 5.2 We assist students in making informed decisions and staying motivated to reach their individual goals by:
- i. Furnishing clear and accurate information during the enrollment process and throughout the course via our website, the Learning Management System (LMS), staff interactions, calls, emails, advertising, and the Student Handbook.
 - ii. Cultivating an environment that encourages open and effective communication.
 - iii. Ensuring an unbiased and non-discriminatory student recruitment and the admission process.
 - iv. Identifying specific student needs through evaluations and assessments during application and enrollment.
 - v. Identifying specific student needs through ongoing interactions with staff and feedback.
 - vi. Responding promptly and appropriately to identified issues.
- 5.3 We provide students with skill development resources, including orientation to study, study skills, and referencing conventions, available throughout their study with AHETI.
- 5.4 Our team, including Lead Trainers, Course Coordinators, and Trainers, aims to respond to student inquiries within two business days. Students receive comprehensive contact details and communication guidelines during the Orientation.
- 5.5 Study skills strategies are integrated into the units within the TAE40116 Address adult language, literacy, and numeracy skills, part of the TAE40116 qualification.

6 STUDENT SUPPORT PLAN

- 6.1 When a student is identified as requiring support, the Lead Trainer is responsible for creating a Student Support Plan. This plan outlines the appropriate support strategies based on pre-approved methods. Once completed, the Student Support Plan is shared with the Trainer and stored in the student's file within the student management system. The plan is also recorded in the Student Support Register.
- 6.2 Administrative support strategies will be executed by the Course Coordinator, and once implemented, they will be documented in the student's file.
- 6.3 Support strategies related to the facilitation of training and assessment, such as coaching or providing extra time for assessments, are the responsibility of the Trainer. The Trainer will confirm the implementation of the relevant strategy to the Course Coordinator via email, and these email communications will be saved in the student's file.
- 6.4 The Course Coordinator regularly checks the student's progress, with a fortnightly review for short courses and a monthly review for full qualifications. This evaluation includes monitoring attendance at training sessions, contacting students with minimal participation, and assessing the progress of assessment submissions. All interactions with the student are documented in their file within the student management system, including summaries or uploaded copies of the discussed content.
- 6.5 Additionally, the Trainer reports on student progress through the Trainer Daily Reports.
- 6.6 Any modifications to student support are logged in the Student Support Register by the Course Coordinator and/or Trainer. Significant changes may necessitate the creation of a new Student Support Plan. In cases of limited progress, the Course Coordinator will report to the Lead Trainer for further action and follow-up.



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- 6.7 If a student demonstrates no progression, the matter is escalated to the AHETI Director.

7 STUDENT COUNSELLING

- 7.1 AHETI will offer various support resources to students facing personal, health, or social challenges that affect their progress toward academic goals.
- 7.2 In cases where student issues exceed the scope of the support services available at AHETI, they will be directed to external organisations specialising in support and counselling
- 7.3 To guarantee optimal support, AHETI will direct students to external companies as referrals. Some of these support services may involve additional charges. In such instances, you will be informed of the services to be provided and the associated fees before the services commence.
- i. Emergency services
 - ii. Counselling services
 - iii. Health and wellbeing services
 - iv. Government services
 - v. Legal support services
 - vi. Financial advice services
 - v. Advocacy services

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8 DECISIONS, NOTIFICATION AND RECORD KEEPING

- 8.1 Strategies for supporting students are documented in the Student Support Plan and archived within the student's record in the student management system.
- 8.2 All tracking of student advancement is documented in the student's record in the student management system.
- 8.3 AHETI personnel and Instructors will log any interactions with a student, including conversations concerning additional assistance, reasonable accommodations, or referrals to Student Support Services.



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For more information		
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