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Training Support Services Policy – Standard 2.3

Scope

This policy and procedure applies to all staff, students, and third parties engaged with Polytechnic Victoria. It ensures that students have access to training support services, trainers, assessors, and other staff to assist their progress throughout the training journey.

Purpose

This policy and its associated procedures are designed to ensure that all VET students—both domestic and overseas—have access to appropriate training and support services to enable successful participation and progression in their training, and to meet the course learning outcomes.

This includes:

- Supporting students to adjust to the training environment;
- Providing timely and equitable access to trainers, assessors, and support staff;
- Delivering tailored support services based on individual student needs;
- Responding promptly to student queries and support requests

Policy

The policy supports **Standard 2.3 of NVR Revised Standards for RTOs** which state that

An NVR registered training organisation demonstrates:

- how it determines the training support services to be provided to each VET student and how it makes these training support services available to each VET student;
- VET students have access to trainers and assessors and other staff who are responsible for supporting the VET student.
- VET students are informed by the organisation about how and when they can access trainers and assessors and other staff; and
- queries from VET students are responded to in a timely manner.

Training Support Services

Polytechnic Victoria Education provides a range of training support services to ensure students receive the assistance needed to achieve academic and personal success. These include:

- **Learning Resources:** Access to study materials via My.pv portal (readings, exercises, self-directed learning material).
- **LLN and Digital Literacy Support:** Targeted support through coaching, workshops, and online resources identified during PTR and ongoing assessments.
- **Assistive Technology:** Learning materials in accessible formats to support students with specific needs.
- **Additional Tutorials:** Group or individual tutorials delivered on-campus or online.
- **One-on-One Academic Support:** Personalised academic guidance, study planning, and targeted support.
- **IT and Technical Support:** Help with My.pv portal and digital learning tools.
- **Wellbeing and Personal Support:** Assistance and referral services coordinated by the Student Support Officer.
- **Administrative Assistance:** Help with enrolments, documentation, and institutional processes.
- **Assigned Student Support Officer:** Each student is assigned an SSO available during business hours for academic, wellbeing, and administrative guidance.
- **Orientation and Transition Support:** Induction program covering all support services and adjustment information.
- **Inclusive and Responsive Services:** All services are designed to be inclusive, accessible, and responsive to diverse learner needs.

Procedure

1. Identification of Support Needs

a) Pre-Enrolment and Enrolment

- Pre-Training Review (PTR):
    - All prospective students complete a PTR prior to enrolment to assess suitability and to identify any learning or support needs. This includes:
    - The PTR includes collection of background information (prior education, work experience, learning preferences, digital literacy).
- LLN Assessment:

- All students complete a formal LLN assessment mapped to the Australian Core Skills Framework (ACSF) at the level required for their chosen course.
- The required ACSF level is determined by the specific course and is communicated to students.

- Assessment Outcomes:
  - LLN Level Achieved: Student is admitted with no further action.
  - LLN Level Not Achieved: Student is referred to an ELICOS or foundation skills course, as appropriate.
  - Partial Achievement: Student may be admitted with a tailored LLN support plan (e.g., targeted LLN units or coaching), with the expectation of improvement during their studies.
- Digital Literacy Assessment:
  - All students complete a digital literacy test during the PTR.
  - Sufficient Skills: No further action required.
  - Insufficient Skills: Additional training, online resources, or one-on-one coaching is provided.
- Support Identification and Planning:
  - Based on the outcomes of the Pre-Training Review and LLN Assessment, Polytechnic Victoria identifies any additional support the student may require.
  - An Individual Learning Plan (ILP) is developed if necessary, detailing specific support strategies (e.g., additional tutoring, language assistance, referrals to external support services).
  - Students are informed of available support services and how to access them during their studies.

b) **Early Engagement and Information**

- Prospective students are provided with clear, accessible information about available support services, what to expect from their training, and how to request help if needed through the Student Handbook and pre-enrolment materials.

c) Induction and Orientation

a) During orientation, all students:

- Receive an overview of support services (academic, LLN, wellbeing, IT, administrative), contact details, and how to access them.
- Are encouraged to self-identify any additional support needs or barriers to learning (e.g., disability, carer responsibilities, financial or personal challenges).
- Are introduced to key support staff and trainers.

2. Ongoing Identification During Training

a) **Trainer and Staff Monitoring**

- Observation and Referral:
  - Trainers and assessors monitor student participation, engagement, and academic progress.
  - Signs of disengagement, difficulty, or risk of non-completion (e.g., missed classes, incomplete tasks, requests for extensions) are identified and promptly referred to the Student Support Officer.
  - Intervention strategies are initiated as needed.

b) **Student-Initiated Requests**

- Students can request support at any time via email, phone, online portal, or in person.
- All requests are logged and managed by the Student Support Officer in the Student's Communication log on My.pv Portal, who coordinates an appropriate response.

c) **Use of Early Warning Systems**

- The Learning Management System (My.pv) is used to:
  - Monitor student engagement (e.g., logins, assessment submissions).
  - Trigger alerts for students at risk. When an alert is generated, the relevant staff member initiates an intervention, which may include contacting the student, offering additional support, or referring them to specialist services.

d) Support Plan Review and Adjustment:

- Where significant or ongoing needs are identified, the ILP or support plan is reviewed and updated in consultation with the student.
- Support strategies are adjusted to remain relevant and effective throughout the course.

3. Provision and Communication of Support

a) Access to Resources and Learning Materials

- Students have access to a comprehensive range of learning materials (PowerPoint slides, assessments, learning guides, and self-directed learning materials) via My.pv.
- This ensures that all students, regardless of delivery mode or location, can access necessary resources to support their learning.

b) Access to Trainers and Assessors

- Students can contact their trainers and assessors via email, phone, or by booking an online or in-person meeting.
- Contact details and availability are provided by trainers during each class and by Student Support Officers.
- Students can request additional support sessions directly from trainers or via the Student Support Officer.
- Trainers are responsible for addressing student requests in a timely manner.
- Emails and messages are responded to within 2 business days.
- For urgent academic matters, students may contact the Administration Team to request escalation.

c) Orientation and Induction:

- Students receive comprehensive information about support services, access methods, and contact details during orientation and via the student handbook and My.pv portal.

d) Tailoring Support:

- Support is adapted to the delivery mode, training product, and specific needs of the student or cohort.

e) **Timely Response:**

- All student queries are acknowledged within 2 working days and resolved or progressed within 5 working days, with communication on any delays.

4. Documentation and Communication

- All support needs, referrals, interventions, and outcomes are documented in the Student Management System for monitoring, compliance, and continuous improvement.
- Students are kept informed of available support options, progress on their support plan, and any changes to services.

5. Continuous Review and Improvement

- The effectiveness of support identification processes is reviewed annually by management and the Student Support team, using feedback from students, trainers, and support staff.
- Data from PTR, LLN assessments, LMS analytics, and student feedback is analysed to improve early identification and intervention strategies.

6. Roles and Responsibilities

Role	Responsibilities
Admissions Officers	Conduct PTR and LLN assessments; refer students with identified needs.
Trainers/Assessors	Monitor student engagement and progress; refer students as needed.
Student Support Officer	Coordinates support needs assessment, develops support plans, and monitors progress.
Student Support Team	Provides advice and intervention for LLN and other learning needs.
IT/Technical Support	Monitors LMS engagement data and assists with digital access issues.

7. Review

This Training Support Policy will be reviewed annually to ensure it remains current and effective.