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Contact officer	Education Managers	
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1. INTRODUCTION

1.1 Purpose

The purpose of this policy is:

- to support both learners and employers in the achievement of learning objectives and quality outcomes
- identify barriers that may prevent successful completion
- identify, implement or refer to service options &/or resources to overcome barriers
- to maximise numbers of students progressing to achievement of completion

2. SCOPE

This policy applies to:

- international students enrolled at Sydney City Campus and Melbourne City Campus.

3. LEGISLATIVE CONTEXT

This policy satisfies the requirements of the Standards for Registered Training Organisations (RTOs) 2015 Standard 1 (Clause 1.1-1.3. 1.7) to identify, respond to and provide support to individual needs of student for all students enrolled with MEGT Institute. This Policy reflects SRTOs Standard 1 Table 1.8.1 Principles of Assessment regarding Fairness and Flexibility. This policy satisfies the requirements of The National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standard 6.

4. DEFINITIONS

AQF is the Australian Qualifications Framework which regulates all registered courses and identifies the required level of skills from 1-10 which is needed to complete a qualification.

ACSF is the Australian Core Skills Framework is a tool used to assess and benchmark an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.

Course means a course of vocational education and training. In this policy it refers to the specific course a student is enrolled in.

MEGT Institute refers to MEGT (Australia) Ltd, trading as MEGT Institute.

ELICOS The acronym for English Language Intensive Courses for Overseas Students.

International students Interchangeable with the term Overseas student which are students holding a student visa issued by the Australian Government's Department of Immigration and Border Protection.

LLN is Language, Literature and Numeracy.

National Code is The National Code of Practice for Providers of Education and Training to Overseas Students 2018.

SRTOs is the Standards for Registered Training Organizations 2015.

VET Vocational Education and Training.

5. POLICY STATEMENT

Students are required to undertake an ACSF assessment task. This task is completed prior to or on commencement of a learning program or course.

Students identified as not meeting the appropriate level of language, literature and/or numeracy will be required to undertake further skill development in the identified area/s regardless of third party documentation previously provided as evidence of having met the course pre-requisite requirements.

Students identified will be supported with agreed upon appropriate strategies to accommodate their learning style and/or abilities.

Where necessary, students deemed as requiring additional support may be recommended to defer or reschedule their MEGT Institute program to undertake Language, Literature and/or Numeracy (LLN) studies and/or English language support.

MEGT Institute provides training and education to overseas students with most having English as a second language and on-going language support is critical to the retention and success of these students. Specific English proficiency entry requirements are advertised for all MEGT Institute programs. Students enrolling in MEGT Institute are required to meet advertised entry requirements.

MEGT Institute provides free access to language and learning support to all enrolled students with qualified trainers.

MEGT Institute provides on-going support in study skills and recommends general participation in academic course/program activities and classes as this is essential to student success.

6. PROCEDURES

1. Students are asked to declare any disabilities, impairments or learning support needs on their initial application/enrolment form.
2. MEGT Institute assesses the student's LLN and/or English language skills in an initial assessment session at the beginning of each course. These results are reviewed and students who require additional support are identified.
3. Where specific learning and support needs are required, an appropriate support plan is developed and agreed by the student (and other stakeholder where relevant, e.g. parent) as part of the enrolment process.
4. Relevant staff members are alerted to the student's requirements and the support plan is implemented.
5. Where it is identified after commencement that a student requires further or additional support, the student and relevant staff will develop or review an appropriate support plan implemented in agreement with the student (and other stakeholder where relevant, e.g. parent)
6. In all cases where a support plan requires specialist advice, for example learning skills, language skills or medical issues, this will be sought as required to inform decision making.
7. The student for whom a support plan is being developed may be required to suspend participation in some or all their enrolled course and/or related activities where this is deemed appropriate, based on Trainer/Education Manager's advice, and in accordance with applicable policies.

8. Each students' academic performance is monitored in accordance with applicable processes and trainers are required to identify any student whose behaviour or academic performance indicates they may be at risk of not making satisfactory course progress.
9. The range of possible actions for support include, but are not limited to:
 - referral to English Language Support or literacy and/or numeracy courses
 - referral for individual personal, financial or academic counseling
 - individual or small group tutorial support
 - individual or small group study plans
 - provision of additional resources, including but not limited to online learning tools
 - alternative texts, workbooks and/or assessments
 - provision of workshops on appropriate topics, including:
 - i. numeracy skills
 - ii. writing for academic purposes
 - iii. reading for academic purposes
 - iv. study skills
 - v. essay writing
 - vi. report writing
 - vii. plagiarism
 - viii. assessment
 - ix. presentation skills.

7. RELATED POLICIES AND PROCEDURES

EDN-002-I-POL English Language Proficiency Requirements for International Students Entering Vocational Courses Policy and Procedure
EDN-006-I-POL Student Support Policy and Procedure
EDN-010-I-POL Monitoring Course Progress Policy and Procedure

8. IMPLEMENTATION

EDN-032-I-POL Learner Support Policy and Procedure is made available via MEGT Institute's website externally and on the MEGT Intranet internally.

9. RESPONSIBILITIES

Manager International Education will review this policy annually, or in case of legislative changes governing the delivery of education services to overseas or domestic students, as required.

Trainers are responsible for determining client's training and assessment needs prior to training delivery, and reviewing whether client needs are being met throughout the training and assessment process.

10. ATTACHMENTS

[EDN-032-FORM A Student Support Plan](#)

11. PROCESS MAP

N/A