Client Support Policy and Procedure - VET

RTO No 22234

Client: Refers to an "Overseas Student"

1 Policy

1.1 This policy and procedure apply to international clients on student visas who are enroled at Ashton College.

1.2 The purpose of this policy is to ensure that students are treated equitably, provided with clear information, supported effectively, and safeguarded appropriately.

1.3 Ashton College is committed to the principle of maximising the outcomes and achievements ofclients.

1.4 Ashton College implements an effective Client Support Policy and Procedure to support clients in successfully completing their courses within the scheduled duration.

1.5 Ashton College monitors clients' courses progress and provides reasonable support.

1.6 Ashton College monitors attendance and provides reasonable support.

1.7 Ashton College will provide access to academic, English language and personal welfare support services to all clients.

1.8 By continuously and systematically monitoring clients' academic progress/ attendance, clients are provided every opportunity and the required support services to achieve their learning outcomes.

1.9 Course progress is monitored and reviewed. An intervention action is taken when a client at risk of not achieving satisfactory course progress or completing their course within the scheduled timeframe.

1.10 Clients who are "at risk" of not meeting satisfactory course progress requirements are identified through the procedures in this document, provided opportunities to discuss underlying issues, counseled and placed on an intervention strategy.

1.11 All causes of unsatisfactory progress or being "at risk" are considered including academic causes and personal welfare issues.

1.12 An intervention strategy refers to assisting clients at risk of not meeting course requirements during and at the end of a study period.

1.13 Ashton College provides clients with information to inform them of the support services available in a timely manner.

1.14 Ashton College encourages learners with special needs to undertake their training courses.

1.15 Ashton College is committed to providing a learning environment that is characterized by safety, diversity, inclusion and equity, and to preventing racism, discrimination, vilification and/or any other form of harassments.

(a) Ashton College Diversity, Equity and Inclusion Policy (DEI Policy) apply to all prospective and current students, employees, third parties and relevant stakeholders.

(b) DEI Policy applies to day-to-day activities at Ashton College, and it also extends to work placements, excursions, events and recreational activities. What activities will be covered

(c) When designing DEI Policy, Ashton College actively considers people with different backgrounds, such as age, culture, language, gender, financial ability, neurodivergent characters, LGBTIQ+ and First Nations people.

1.16 In the DEI Policy:

(a) Diversity refers to the characteristics of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, and/or other ideologies.

(b) Inclusion refers to practices that support fairness, safety, and equality.

(c) Cultural safety is to provide an environment that is safe for First Nations people.

1.17 Ashton College ensures its services are accessible and inclusive, which includes training environment, activities and materials, assessment processes and wellbeing support.

1.18 Ashton College is committed to providing a culture of safety for First Nations people. We support them in the following aspects:

(a) acknowledge that First Nations people may have unique experience in Australia, less positive experience and face difficulties to enrol in VET courses.

(b) consider accommodating student diversity when developing courses, units and recruitment procedures.

(c) zero tolerance on unconscious bias, racism and discrimination for First Nations people.

(d) support First Nations people on self-determination activities, enrolments and utilising full available academic and personal support.

(e) encourage students, employees, third parties and relevant stakeholders to improve their culturally competent and hear voices from local First Nations groups and communities.

(f) review training tools, assessments, study materials and activities and ensure they are culturally safe and trauma aware.

(g) monitor First Nations people on their study progress and completion rates and when necessary, make appropriate adjustments to help them complete courses successfully.

1.19 Reasonable adjustment refers to the measures or actions taken to making appropriate adjustments to assessment processes whilst maintaining the integrity of the assessment outcome.

1.20 Clients are required to attend scheduled classes. However, where special circumstances make this impossible, clients are required to notify Ashton College via e-mail or telephone. Where applicable, a medical certificate may be requested to verify the reason for non-attendance.

1.21 If a client misses a scheduled class/ workshop, it is his or her responsibility to:

- inform Ashton College of the absence in advance if known;
- contact your trainer and obtain any materials / work from the session missed;
- follow-up on work missed as a result of being absent.

1.22 Where the College has assessed a client as not meeting satisfactory course progress over two consecutive study periods, the College will inform the client in writing of its intention to report the client and that he or she is able to access the College complaints and appeals process within 20 working days of being notified of a college decision.

1.23 Clients who are reported to the Department of Education (DoE) / Department of Home Affairs (DHA) for failing to achieve satisfactory course progress requirements may have their enrolment and student visa cancelled.

1.24 Ashton College does not charge clients a fee for accessing the internal support services or arranging access to external support services identified in this policy and procedure. External support services may charge clients to access their services, e.g. an external welfare counselor.

1.25 The CEO is responsible for implementing this policy and reviewing its effectiveness.

1.26 This policy will be implemented in compliance with the requirements of Standards 2.1, 2.3,2.4, 2.5, 2.6 and 4.3 from the Outcome Standards for Registered Training Organisations (RTOs) 2025 and the National Code of Practice 2018 Standards 6, 8, 9 and 10.

2 Satisfactory and unsatisfactory course progress

2.1 Being assessed as "unsatisfactory" for a completed assessment task means the client has failed to demonstrate satisfactory performance/competence during the assessment task. i.e., the client has failed the assessment task. (Client performance is only deemed unsatisfactory for an assessment task after they have failed to demonstrate satisfactory performance/competence in 2 permitted assessment attempts).

2.2 Being assessed as "satisfactory" for a completed assessment task means the client has demonstrated satisfactory performance/competence during the assessment task. i.e., the client has passed the assessment task.

2.3 Being assessed as Not Yet Competent (NYC) for a completed unit means the client has failed to demonstrate satisfactory performance/competence during one or more of the assessments for the unit of competence. i.e., the client has failed one or more of the assessment tasks.

2.4 Being assessed as Competent for a completed unit means the client has demonstrated satisfactory performance/competence during all the assessment tasks for the unit of competence. i.e., the client has passed the assessment unit.

2.5 Unsatisfactory course progress is defined as failing/deemed Not Yet Competent (NYC) in 50% or more of the units of competency in two consecutive study periods for the course in which a client is enrolled. Ashton College will inform the client in writing of its intention to report the client and that he or she is able to access the College complaints and appeals process within 20 working days of being notified of a college decision.

2.6 Prior approval for an absence or submitting a medical certificate from a registered medical practitioner does not remove the "at risk" status as prolonged absences for any reason place a client at risk of failing to achieve satisfactory course progress.

2.7 The length of a study period varies depending on the course. The duration of any study period including holiday breaks is no more than 24 weeks. Please refer to "completion within expected duration policy and procedures" for further information.

3 Client support services information

3.1 Client support services information is provided to all potential clients via the Client Information Handbook, the College website, social media and via staff.

3.2 An up-to-date copy of the Client Information Handbook is maintained on the College website. On enquiry, clients are directed to the website for a copy of the Client Information Handbook.

3.3 Clients are encouraged to seek assistance with any part of this process and to contact Ashton College staff with questions.

4 Pre-enrolment information

4.1 All potential clients are provided with the following information prior to enrolment via the Ashton College website and client information handbook:

a) Introduction to the RTO

b) Recognition of Prior Learning (RPL) and Credit Transfers

c) minimum level of English language proficiency

d) Training and assessment process

e) Qualification details

f) Monitoring course progress

g) Academic support

h) Welfare support

i) Recreational activities

j) English Language support

k) Equity and access

l) Privacy

m) Access to records

n) Academic misconduct

o) Complaints and appeals

p) Legal services

q) Course information

r) Course cancellation terms

s) Referrals to the external organisation for other required services

t) Impact of course progress on a student visa

u) Student visas

v) Part-time/Casual work opportunities

w) Living in Melbourne

x) Costs of living

4.2 All International clients are provided with the following information pre-enrolment (appropriate sections are also included in orientation):

a) the requirements for acceptance into a course, including the minimum level of English language proficiency, educational qualifications, or work experience required, and whether course credit may be applicable.

b) the course content and duration, a qualification offered if applicable, modes of study, and assessment methods.

c) the enrolment will be for a full-time registered course, which is a course with a minimum of 20 scheduled course contact hours (face to face) per week.

d) campus locations and a general description of facilities, equipment, and learning and library resources available to clients.

e) details of any arrangements with another registered provider, person, or business to provide the course or part of the course.

f) indicative course-related fees including advice on the potential for fees to change during theclient's course and applicable refund policies.

g) information about the grounds on which the client's enrolment may be deferred, suspended, or canceled.

h) a description of the ESOS framework is made available electronically.

i) relevant information on living in Australia, including:

i. indicative costs of living.

ii. accommodation options; and

iii. where relevant, schooling obligations and options for school-aged dependents of intending clients, including that school fees may be incurred.

j) client safety information.

k) student visa information.

- **Prior to Course Commencement / Orientation Day**

.1 All clients are provided with information on the following:

a) Introduction to the RTO

b) Staff contacts and housekeeping

c) Recognition of Prior Learning (RPL) and Credit Transfer

d) Study resources

e) Language, Literacy and Numeracy test and digital literacy support

f) IT / technical support

g) Training and assessment process

h) Qualification details

i) Code of conduct

j) Occupational Health and Safety

k) Client safety

l) Emergency and health services

m) Monitoring course progress

n) Academic support

o) Welfare support

p) Recreational activities

q) Timetables

r) English language support

s) Course information

t) Equity and access

u) Privacy

v) Access to records

w) Academic misconduct

x) Complaints and appeals

y) Legal services

z) Course cancellation terms

aa) Impact of course progress on a student visa

bb) Student visas

cc) Part-time/Casual work opportunities

dd) Living in Melbourne

ee) Costs of living

The orientation program is delivered to all clients prior to course commencement.

.2 Prior to commencing their studies, students must undergo a pre-training assessment to demonstrate appropriate LLN skills for their chosen course on orientation day. If the student achieves a satisfactory result in the LLN assessment, they will fulfill this entry requirement. Otherwise, students will receive additional support to meet the courses' entry requirements, or they will be advised to enrol in an ELICOS program before starting their VET courses.

.3 Ashton College provides reasonable adjustments to learning processes and materials to accommodate learning needs where feasible.

.4 Ashton College trainers take special needs and/or disabilities into consideration from the planning stage onwards and adopt particular delivery and assessment methods as appropriate. Depending on any specification given in the standards, trainers may be able to accept alternative evidence from a candidate with special needs.

.5 In making arrangements for clients with special needs and/or disability needs all meeting minutes, advice, and delivery/ assessment material is stored in the client file.

.6 Ashton College may refer clients to external organisations for support to enable them to successfully enroll and complete their course.

.7 Clients are provided opportunities during orientation to seek clarification relating to any area of the orientation information or related topics.

.8 Clients are provided with an orientation checklist covering the relevant topics on orientation day.

Clients with specific learning needs

.9 Ashton College provides access and equity to clients with specific learning needs.

.10 Ashton College assesses client learning needs during enrolment.

.11 Clients complete Enrolment Forms.

.12 Ashton College assesses the information supplied during the enrolment process to identify client learning needs and assesses whether the course applied for is suitable in addressing the learner's needs.

.13 If specific learner needs are identified during the enrolment process, an assessment of whether Ashton College can internally support these needs is made and if appropriate learning support mechanisms are implemented. Further investigation may be required at this stage.

.14 If Ashton College cannot internally support the specific learner needs identified during the enrolment process, the client may be referred to an external organisation for support. If the external organisation can support the client to successfully complete their courses, the arrangements are negotiated, documented, and implemented.

.15 The nature of some learning needs may require clients to access external support services and then on satisfactorily addressing their learner's needs, re-apply for the course. (e.g., where specific language,

literacy, numeracy and digital (LLND) issues are identified during the enrolment process, or the client does not satisfy the entry requirements due to their learner needs. / e.g., low English proficiency levels).

.16 Learning support arrangements are negotiated, documented, implemented, and reviewed to ascertain the effectiveness of the arrangements in supporting clients' needs. Remedial action will be negotiated and implemented where appropriate.

.17 As special needs extend to more than physical or learning difficulties, our trainers also consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or non-English speaking background.

.18 Ashton College trainers take special needs into consideration from the planning stage onwards and adopt particular delivery and assessment methods as appropriate. Depending on any specification given in the standards, trainers may be able to accept alternative evidence from a candidate with special needs.

.19 In making arrangements for clients with special learning needs all meeting minutes, support arrangements, advice, and amended delivery/ assessment material are stored in the client file.

.20 Course delivery methodologies, equipment, materials, and resources may be amended, or new ones sourced to cater to individuals' specific learner needs.

.21 Ashton College management works with trainers/assessors and external industry specialists (if required) to customize training and assessment resources, materials, and equipment to address clients' specific learning needs.

.22 Ashton College interacts with industry to keep abreast of current industry practices. Ashton College has forums and mechanisms to process information received and implement actions to maintain currency of practice. This extends to identifying current industry practices, resources, equipment, and materials to appropriately support clients with specific learning needs.

.23 In making arrangements for clients with special learning needs all meeting minutes, support arrangements, advice, and amended delivery/assessment material are stored in clients' files.

.24 Clients are kept fully always informed of the process by the course coordinator.

.25 Clients are encouraged to approach their trainers or Ashton College support staff at any time during their training if they have any questions, or issues, develop any medical conditions that affect their learning or are experiencing difficulties.

.26 For the students with disabilities and/or ongoing ill health (including mental health issues):

- (a) Ashton College encourages them to apply for and participate in courses on the same basis as other students.
- (b) Ashton College encourages students, if they wish to do so, to disclose their disabilities and/or ongoing ill health, including mental health issues.
- (c) Ashton College commits to providing them appropriate assistance with course selection, enrolment, orientation, study progress, work placement, utilising full on-campus academic and personal support and other relevant study activities.
- (d) Ashton College ensures providing appropriate reasonable adjustments, so that they can access and participate in training and assessments. Reasonable adjustments include but are not limited to:

    i. prepare sufficient and flexible course activities

    ii. provide extra support

iii. customise study materials, activities or presentation mediums

iv. provide a suitable alternative within the context of the course

- (e) When preparing reasonable adjustments:

I. Ashton College will understand students' needs by engaging with students, trainers, assessors and relevant stakeholders (for instance, students' parents).

II. Ashton College ensures all adjustments to be applicable in the workplace when when considering best interests of students.

.27 External Support Services:

There are a number of services that can be contacted for advice and support for clients who require learning support.

Aboriginal and Torres Strait Islander
Victorian Aboriginal Education Association
Phone (03) 9481 0800
Fax: (03) 9481 4072
Email vaeai@vaeai.org.au
Website vaeai.org.au

Deaf or Hearing Impaired
Expression Australia Phone
(03) 9473 1111
TTY (03) 9473 1199
Fax (03) 9473 1122
Email info@expression.com.au
Website www.expression.com.au

Blind or Vision Impaired
Vision Australia Phone1300
84 74 66
Email info@visionaustralia.org
Website www.visionaustralia.org

Acquired Brain Disorder
BrainLink Phone1800
677 579
Email admin@brainlink.org.au
Website www.brainlink.org.au

Learning Difficulties Learning
Difficulties AustraliaPhone (03)
9890 6138
Email enquiries@ldaustralia.org
Website www.ldaustralia.org

IT Skills Support

Be Connected

Phone: 1300 795 897

Website: beconnected.esafety.gov.au

Physical Disability
Scope
Phone 1300 472 673
website: www.scopeaust.org.au

Doctor (GP / General Practitioner)
the Clinic Footscray
Phone (03) 9687 2271
Website www.clinicfootscray.com.au
Address Suite 1 91 Paisley Street Footscray VIC 3011 Australia

Hallam Family Practice
Phone (03) 9703 1322
Website www.hallamfp.com.au
Address 214 Princes Hwy Hallam VIC 3803 Australia

Northcote Plaza Medical Centre
Phone (03) 9489 6472
Website www.northcotedoc.com.au
Address 1 Robbs Parade Northcote VIC 3070 Australia

Dentist
Fine Smiles Dental
Phone (03) 9689 4477
Website www.finesmilesdental.com.au
Address 170-172 Barkly Street Footscray VIC 3011 Australia

Hallam Smiles
Phone (03) 9702 3101
Address 24 Spring Square Hallam VIC 3803 Australia

Northcote Family Dental
Phone (03) 9481 5747
Website www.northcotefamilydental.com.au
Address 181A High Street Northcote VIC 3070 Australia

Counsellors
Safe Place Therapy
Phone (0) 411 791 089
Website www.safeplacetherapy.com.au
Address 86 Paisley Street Footscray VIC 3011 Australia

Overseas Clients Ombudsman
Phone 1300 362 072
Website www.ombudsman.gov.au

Translating and Interpreting Service
Phone 131 450
Website www.tisnational.gov.au

Lifeline (suicide crisis, panic attack support)

Phone 13 11 14
Website www.lifeline.org.au

Victorian Legal Aid
Phone 1300 792 387
Website www.legalaid.vic.gov.au

Fairwork
Phone 131 394
Website www.fairwork.gov.au

Australian Counselling Service
ACS provides free, short-term counselling support to students across Australia via telehealth. Students can access support for study stress and motivation, anxiety and wellbeing concerns, work, family and relationship challenges, and other issues that may impact their learning.
Website/Flyer https://mcusercontent.com/f0f905dbc37175a00c83da5e0/images/ba62f185-601c-e09c-96b2-1aa2e21b64f7.png

For more information on other contact details, please refer to the Client Information Handbook or visit the Ashton College website

Pathway advice and support

.1 International clients will be provided advice on how to achieve the required level, who do not attain the level of English proficiency to satisfy Ashton College courses entry requirements. This will include the details of English language entry requirements for courses, and an approximate number of weeks to study English language to address these requirements. (it should be noted that the number of weeks can vary with client aptitude and commitment.

.2 Advice is provided to clients on further study pathways from courses and possible employment opportunities. Ashton College will never provide clients with guarantees of securing employment or study opportunities post courses completion. (unless formal articulation arrangements are in place between Ashton College and another Australian Vocational Education & Training or Higher education providers).

.3 If a client wishes to gain education and employment pathway advice for courses not on the Ashton College's scope of registration, the Client Support Officer will liaise with an education provider who delivers the relevant course/s and facilitate the client accessing the required information.

Monitoring course progress - All clients

.4 Ashton College provides clients with information relating to course progress pre-enrolment and orientation. The support services and outcome of not achieving satisfactory course progress are communicated to all clients.

.5 Ashton College training and assessment staff monitor clients' progress in the following ways:

1) by evaluating their responses to questions;
2) by the type and nature of questions asked;
3) by assessing their ability to complete tasks to the required standard;
4) by assessing their ability to complete tasks within appropriate timeframes;
5) by engaging clients in discussions;
6) by asking them if they require support with any aspect of their training or assessment;

7) by reviewing outcome of formative and summative assessments;

8) by monitoring participation;

9) by completing homework and other independent study activities to the desired standard and on time; and

10) by reviewing the progress of each client against the College criteria for achieving satisfactory course progress.

.6 A client is deemed at risk of failing to achieve satisfactory course progress both during and at the end of a study period if they fall into one or more of the following categories:

1) is judged as NYC in one assessment in a pre-requisite unit;

2) is judged as NYC in a prerequisite unit;

3) is judged as NYC in two or more units during a study period;

4) is judged as NYC in two units at the end of a study period;

5) is judged as NYC in two units in one study period and failed/ deemed NYC in one or more units in the following study period;

6) is identified by a trainer as requiring intervention;

7) is unable to complete a course within the expected duration; and

8) fails to attend a minimum of at least 50% of each unit scheduled class hours.

.7 Any RPL request should be made during the enrolment process.

.8 During scheduled classes and supervised study sessions, trainers monitor client performance when completing tasks, and participation in learning activities, through responses to questions and questions asked.

.9 Client performance and completion of independent study activities are monitored. Achievement and progress are routinely assessed by the client's ability to complete the tasks on time and to the desired standard. This monitoring and assessment of progress and achievement are completed in conjunction with monitoring performance in class and supervised study sessions.

.10 Formative assessments are also routinely undertaken. Trainers identify clients' abilities/ progress, learning needs/ issues from undertaking the above activities.

.11 Trainers may identify clients who are "at risk" of failing to achieve satisfactory course progress during the above processes. Trainers notify the course coordinator of all students identified at risk. Trainers provide support to clients in each class depending on individual learning and support needs. (e.g. explain concepts again, providing more one-to-one support, putting them in groups where they can learn from other clients during group work tasks, providing extra time to complete tasks, or refer them to learning materials to develop their knowledge and understanding). Clients can also approach trainers or the Student Support Officer at any time to access learning support services.

.12 Learning methodologies are planned and implemented by trainers as they progress through each unit. Trainers structure classes depending on the topic and individual learning needs of each client cohort. Learning activities for one group may have more of an emphasis on developing knowledge for one unit and on developing foundation skills for another. The individual needs of the cohort are considered, and activities are planned accordingly.

.13 Clients with English language learning issues may be allocated more group work to develop

knowledge and skills at the same time as their English language courses. The English-speaking abilities of clients from some countries are often stronger than their English writing abilities i.e. Indian clients. This may be the opposite for Chinese clients who sometimes struggle more with speaking in English.

.14 Trainers regularly provide feedback and discuss course progress with clients on an individual basis.

.15 Trainers/assessors provide written feedback to clients about their performance in summative assessment tasks within two weeks of submission of tasks.

.16 Trainers will identify clients who are "at risk" of failing to achieve satisfactory course progress when providing assessment feedback.

.17 Intervention strategies will be negotiated and initiated at this meeting where required.

.18 Trainers will liaise with the course coordinator and other relevant staff about the clients identified "at risk" of failing to achieve satisfactory course progress and intervention strategies.

.19 Summative assessment results are recorded in the Student Management System (SMS). Each fortnight the course coordinator will review the course progress of all clients in the SMS and identify clients who are "at risk" of failing to achieve satisfactory course progress. This is undertaken during term time and holidays.

.20 If trainers identify that a client meets one or more of the criteria for not achieving satisfactory course progress, they will notify the course coordinator.

.21 The course coordinator also monitors all clients' course progress by reviewing the unit's attendance and completed assessments on the SMS fortnightly.

.22 Clients who are identified as at risk of not achieving satisfactory course progress are contacted to schedule intervention meetings with the coordinator.

.23 Clients are deemed to have achieved satisfactory course progress if they do not fall into the categories identified in item 7.3 of this procedure.

Monitoring Course progress - Academic support

8.1 The purpose of the intervention meeting with the course administrator is to establish the underlying reasons for unsatisfactory course progress.

8.2 Once the reasons for unsatisfactory course progress have been identified, it is then passed on to the Academic team to initiate an intervention strategy.

8.3 If the underlying reasons for unsatisfactory course progress are in relation to academic issues/ Language, Literacy, Numeracy and Digital the College will attempt to assist the client where feasible by:

- Language, literacy, numeracy and digital support;
- Study support;
- Managing study load;
- Helping clients adjust to the learning and assessment system;
- Homework issues;
- Reviewing learner materials with the client;
- Liaising with trainers to arrange the provision of support e.g., extra tuition, materials, exercises, amendments to timetables;

- Arranging access to supplementary reference materials;
- Arranging for supplementary exercises to develop understanding;
- Arranging access to computers;
- Arranging access to modified resources;
- Liaising with assessors to provide opportunities to re-attempt assessments this may be during term time or holiday periods;
- Providing guidance with organization/ time management skills;
- Timetable amendments; and
- Referral to external support services.

8.4 If a client has language, learning / academic issues that college staff cannot address, the client may be referred to external organisations for assistance.

8.5 An intervention strategy is developed in consultation with the client, which may include adjustments to the timetable as well as revised delivery and assessment arrangements. A student support form is completed and retained in the student's file.

8.6 International clients may have their CoE amended as a result of the intervention strategy. The existing CoE is canceled and the reasons for the new one being created are recorded in PRISMS.

8.7 The client is required to abide by the new arrangements negotiated or the college may cease provision of the services/ arrangements. International clients who do not comply with the agreement negotiated may be reported for unsatisfactory course progress.

8.8 The intervention strategy will last for as long as it is appropriate. Appropriate internal and external personnel contribute to the process where required.

8.9 Each meeting, agreement, adjustment and communication in this process is documented and placed in the client's file.

8.10 Intervention meetings are initiated as soon as possible after the client being identified as 'at risk' and within 14 working days.

8.11 Clients who do not abide by the terms of the agreement or after intervention do not achieve satisfactory course progress, are invited to meetings with the CEO. A letter will be sent to the client within 5 working days of the issue being brought to the CEO attention.

8.12 At the meeting the reasons/circumstances are identified, and the CEO (with input from appropriate internal/ external stakeholders) will decide whether to implement another intervention strategy and inform the client of the College's intention in writing.

8.13 If the decision is to not enter another intervention strategy, clients are sent a letter informing them along with their rights to appeal the decision by accessing the college complaints and appeals policy within 20 working days.

Monitoring Course Progress - Personal/welfare support

.24 The purpose of the intervention meeting is to establish the underlying reasons for unsatisfactory course progress and initiate an intervention strategy. Intervention meetings are scheduled within 10 working days of clients being identified as 'at risk.'

.25 At the Intervention meeting with a client, if the client identifies that the issues affecting course progress are personal/welfare-related, the college may refer the client to external support

services/counseling services.

.26 If the client has personal issues that do not require counseling support services, the Client Support Officer will provide support to the client. (e.g., provide accommodation advice, career progress advice, advice on how to find a job, access to health care, and issues around the practicalities of living and studying in Melbourne).

.27 A student support form is completed and retained in the student's file.

.28 A revised course schedule and delivery and assessment arrangements are negotiated with the client (where appropriate).

.29 The client attends a review meeting every two weeks with the delegated staff member. The effectiveness of this intervention strategy is monitored and adjusted if necessary.

.30 The guidelines in the unit of competency are accessed along with the regulator for guidance information on allowable adjustments to assessment.

.31 International clients may have their CoE amended as a result of the Intervention strategy. The existing CoE is cancelled and the reasons for the new one being created are recorded in PRISMS.

.32 An agreement is reached with the client prior to this occurring and the client informed of the ramifications.

.33 The client is required to abide by the new arrangements negotiated or the College may cease provision of the services/ arrangements. International clients who do not comply with the agreement negotiated may be reported to the relevant authorities for unsatisfactory course progress.

.34 The delegated Academic staff member will review the client's progress and commitment to the arrangements every two weeks.

.35 The intervention strategy will last for as long is appropriate. Appropriate internal and external personnel contribute to the process where required.

.36 Each meeting, agreement, adjustment and communication in this process is documented and placed in the client's file.

.37 Intervention meetings are initiated as soon as possible after the client is identified as 'at risk' and within 14 working days.

.38 Clients who do not abide by the terms of the agreement or after intervention do not achieve satisfactory course progress are invited to a meeting with the CEO. A letter will be sent to the client within 5 working days of the issue being brought to the CEO's attention.

.39 At the meeting the reasons/ circumstances are identified, and the CEO (with input from appropriate internal/ external stakeholders) will decide whether to implement another intervention strategy and inform the client of the College's intention in writing.

.40 If the decision is to not enter into another intervention strategy clients are sent a letter informing them along with their right to appeal the decision by accessing the College complaints and appeals policy within 20 working days.

10 Reporting unsatisfactory course progress

10.1 Ashton College will report a client for unsatisfactory course progress only when the client has been identified as not making satisfactory course progress in two consecutive compulsory study periods, and the client has not made a successful appeal against this assessment.

10.2 If a client is identified for a second, but not consecutive, study period as not making satisfactory course

progress. Ashton College will not report the client for unsatisfactory course progress.

10.3 Ashton College reviews clients' course progress during the two consecutive compulsory study periods.

10.4 International clients who have failed 50% or more of the units in their course for two consecutive study periods are identified.

10.5 The identified clients are notified in writing of the College's intention to report them to the relevant authorities, for not achieving satisfactory course progress.

10.6 The letters are sent to clients within 5 working days of being identified. The letter also informs them of their rights to appeal the decision within 20 working days of receipt by accessing the College complaints and appeals policy.

10.7 The College reports clients to the relevant authorities if:

a) No appeal is lodged after 20 working days from sending the intention to report letter;

b) The appeal is not upheld after the conclusion of the internal and external appeals process;

10.8 The client withdraws from the appeals process. The college reports to the client within 5 working days of the completion of the processes/ time periods.

10.9 Reporting is completed through PRISMS. The letter also advises clients to contact the relevant authorities within 10 days of receipt of the letter.

10.10 A copy of all communication is stored in the client's file.

10.11 When a client is reported for unsatisfactory course progress, the Department of Home Affairs will consider all the information available, and they will make a decision on whether to issue a visa cancellation.

10.12 The Department of Home Affairs will send a Notice of Intention to Consider Cancellation (NOICC) prior to a decision being made to cancel the client's visa. Clients will be given an opportunity to respond to the NOICC and explain their situations.

11 Client Welfare Support

Clients who are experiencing welfare issues can access support services.

Examples of welfare issues may be in relation to:

a) attending scheduled classes

b) studying at home

c) meeting course progress requirements

d) accommodation

e) housemates or neighbors

f) cultural differences

g) living in a big city

h) traveling to or from college

i) homesickness

j) money worries

k) finding a part-time job

l) paying your tuition fees

m) family members

n) communicating and learning in English

o) finding your cultural foods

p) your student visas

q) events in your home country

r) loneliness

Welfare support services

11.1 All clients are provided with their trainers' office telephone number and e-mail address. They are encouraged to contact them outside scheduled class times for academic issues assistance. Trainers provide support to clients via telephone, e-mail, or arrange a one-on-one session.

11.2 English language support services are available to clients upon request.

11.3 the well-being needs of the VET student cohort are identified, and strategies are put in place to support these needs.

11.5 Access to external welfare services can be arranged by the College or accessed directly. External support services and contacts are also provided in the Client Information Handbook.

11.6 Access to welfare support services can be arranged by the College by contacting support@ashtoncollege.edu.au or contacting Ashton College Footscray Campus by phone at +61 39349 2344. College services and contact numbers are also available in the Client Information Handbook.

11.7 Ashton College provides information about professional welfare and counselling service providers, including **Safe Place Therapy** (www.safeplacetherapy.com.au) and the **Australian Counselling Service (ACS)** (https://www.acscounselling.com.au/). Australian Counselling Service (ACS) provides free, short-term counselling support to students across Australia via telehealth. Students experiencing counselling or wellbeing issues are encouraged to contact their trainer, Student Support Officer or relevant support service.

11.8 Ashton College has details of professional service providers available to support clients with their physical, mental, emotional or financial wellbeing. Details of these providers can be found in the Client Information Handbook, which is publicly available on the Ashton College website, or by contacting Ashton College. Ashton College is committed to assisting students in accessing these providers, where appropriate. If clients require immediate assistance, they can contact the Student Support Officer on +61 3 9349 2488. For after-hours emergencies, clients can contact 0413 061 999. Australian Counselling Service (ACS) provides free, short-term counselling support to students across Australia via telehealth for study stress and motivation, anxiety and wellbeing concerns, work, family and relationship challenges, and other issues that may impact learning. Students can access the service through the ACS student flyer/link available on the Ashton College website.

11.9 The CEO liaises with the Client Support Officer and external client welfare services where appropriate. All details relating to support services accessed by clients are recorded and maintained in clients' files. A separate file may be employed to record and store sensitive information the client support officer identifies as confidential. (e.g. welfare related issues).

11.10 The Client Support Officer may deem information provided by the client as confidential and only needs to provide advice to the CEO on the outcome of the issue/situation and the impact on studies/enrolment.

11.11 Clients' study load may be adjusted where appropriate.

11.12 International Clients may have their CoE amended in exceptional circumstances in compliance with this policy, completion within the expected duration policy, and defer, suspend and cancel enrolment

policy.

11.13 Access to internal and College nominated external personal/welfare services is provided free ofcharge.

11.14 Clients have communicated about the availability of welfare support services pre-enrolment in the Client Information Handbook, on the College website, at orientation, and by college staff throughout their period of study at the College.

12 Recreational activities

12.1 The College organises recreational activities for clients periodically. Updated information about these activities is shared with students through social media platforms or communicated by trainers during class.

The sports and recreational activities may include:

a) Sports events – Tennis, Cricket, AFL, Melbourne Cup

b) Festivals – Local Street music, Arts, and Food festivals

c) Trips to local attractions e.g., Victoria Market, Federation Square, Museums, Galleries

d) Tour of Melbourne CBD

e) Arranging sports activities – Swimming, Tennis, Badminton, Cricket

f) Cultural food nights in the college

g) Excursions

12.2 Updated information about these activities is shared with students through social media platforms or communicated by trainers during class. Recreational and/or sports activities can be accessed by contacting the marketing team.

12.3 Attendance at most events is free apart from those that require an entrance fee to be paid. e.g. attending sporting events.

Documents to be employed when implementing this policy and procedure:

a) Client information handbook
b) Enrolment Form
c) Pre-Training Review
d) Language, Literacy, Numeracy and digital test
e) Client Orientation Form/Checklist
f) Complaints and Appeals Policy and Form
g) At-risk warning letters
h) Intervention Meeting Records
i) Intervention Plans
j) Website
k) Change of Personal and/or Contact Details form
l) Individual Learning Plan

Revision History: All versions are maintained in OneDrive.