# PP03 Student Engagement Policy and Procedure

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<th>Document Status</th>
<th>DRAFT</th>
<th>IN REVIEW</th>
<th>FOR APPROVAL</th>
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<tr>
<td>Distribution:</td>
<td>All Staff and Students</td>
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<tr>
<td>Date Approved:</td>
<td>February 2016</td>
<td></td>
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<tr>
<td>Entity relating to</td>
<td>Stirling Institute of Australia Pty Ltd trading as Academy of Hypnotic Science Stirling Institute of Counselling Stirling Institute Stirling Institute of Hypnotherapy Stirling Institute of Business Stirling Institute of Children’s Services</td>
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<tr>
<td>Reference to SNR:</td>
<td>SNR 1, 4, 5</td>
<td></td>
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<td>Reference to HESG</td>
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<td>Related Documents:</td>
<td>Pre-Training Review Form LLN Assessment Enrolment Form Statement of Fees Student Handbook Individual Learning Plan Form PP-04 Training and Assessment Policy Training Plan TAS</td>
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<tr>
<td>Statutory References</td>
<td>National Vocational Education and Training Regulator Act 2011 Standards for RTO’s 2015 - SNR 1, 4, 5</td>
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1. Purpose
This policy ensures Stirling Institute of Australia engages and clearly establishes the Training and Assessment needs of each student. This policy documents the support services available to students and ensures students are aware of how to access these services. It also outlines how to determine and document the support required by the student.

2. Policy
Prior to enrolment, Stirling Institute of Australia will engage with students to clearly establish the learning support needs of the individual, and provide advice to the student about the training product appropriate to their needs.

Stirling Institute of Australia provides details of its obligations to the student, including their responsibility for the quality of the Training and Assessment in compliance with the Standards for RTO’s 2015 and the issuance of the AQF Certification documentation.

Stirling Institute of Australia provides details to the student outlining their obligations when enrolling in a training program.

Prior to enrolment, Stirling Institute of Australia provides detailed information about the fees it intends to collect from individual students.

Where there are any changes to the agreed services, Stirling Institute of Australia advises the student as soon as practicable, including any changes about change in ownership.

3. Support Philosophy

3.1.1 Stirling Institute of Australia is committed to ensuring all students receive adequate support to help them achieve their full potential. Therefore, Stirling Institute of Australia ensures:

a) The learning and support needs of all students are assessed prior to enrolling in the program;

b) Stirling Institute of Australia make students aware of how to access the support services available to help them to complete the qualification;

c) Feedback is collected about Stirling Institute of Australia’s provision of support services; the feedback is systematically collated, analysed and used to improve training services.

3.1.2 Stirling Institute of Australia recognises all people learn differently and acknowledge some students may require additional support. Additional support for any students experiencing:

a) disability and access issues;

b) language barriers;

c) language, literacy and numeracy issues;

d) employment issues; and

e) any other issues that may affect their ability to achieve their training goals
3.2 Support Needs Identification

3.2.1 Students’ needs are identified prior to entry into their course of study by:

a) The information provided by the student or referral agent at time of course enquiry;

b) The information provided by the student during the Pre-Enrolment Interview to gain details of the student’s prior formal and informal learning. Where applicable, we encourage them to seek recognition for this through the RPL process or where relevant seek a Credit Transfer;

c) Prior to commencement of the course, the LLN Assessment is conducted to assess the student’s core skills;

d) The information provided by the student on their enrolment form;

3.2.2 For students who have been identified as having a learning need, an Individual Learning Plan will be developed to document their learning support needs.

3.3 Learning support

3.3.1 Where relevant students are provided with appropriate learning support options and resources to help them achieve competency, this may include;

a) Mentoring from appropriately qualified Trainer/Assessors including the provision of their phone and email contact details;

b) Job placement assistance for those participating in courses that require work placement;

c) A range of short course training programs that may be complementary to full qualification courses including online support and exercises for some courses;

3.4 Additional support services

3.4.1 Following the assessment of the core skills and where there is perceived difficulty in achieving learning outcomes, the Trainer/Assessor will discuss these issues with the student. The student may be provided with additional information about possible alternative pathways.

3.4.2 Additional tools and resources available will vary depending on the individual needs of the student.

a) Specialist LLN Practitioner support, or

b) Activities provided by a Vocational Trainer with knowledge of developing LLN skills.

3.4.3 For students assessed at Pre-Level 1 referral to a local Community Training program to support them develop the required English Language skills.

3.4.4 The provision of these additional support services will be provided where necessary to enable students to participate fully.
3.5 Informing Students

3.5.1 Students’ can access advice on the support services available to them through the publication of this policy, in the Student Handbook and information published in relevant marketing materials.

3.6 Accessing services

3.6.1 Students wishing to access any support services should discuss this with their Trainer/Assessor or email info@sia.edu.au or call Stirling Institute of Australia Administration.

3.7 Access & Equity

3.7.1 Stirling Institute of Australia is committed to providing safe, supportive and responsive learning environments for everyone from all cultural backgrounds, regardless of their faiths and beliefs. We teach and model the behaviours, professionalism, and acceptance we value in our students.

3.7.2 Equity is a term used to cover issues relating to access to VET, participation in VET, and achievement of outcomes in VET. Equity issues range from providing a supportive learning environment to adjusting assessments to meet individual circumstances, from policies on fee reduction to development of inclusive training materials. Basically, equity refers to the ability to achieve results in training and to receive training in an inclusive environment with inclusive materials. An inclusive environment or set of materials is one that acknowledges and values the differences between people and cultures. It includes rather than excludes.

3.7.3 Access generally refers to the ability to enter training. Stirling Institute of Australia is committed to improving access including improving physical access to the training venue and ensuring that selection criteria do not discriminate against students. Each training site for Stirling Institute of Australia undergoes a site inspection identifying access and egress improvements.

4. Pre-Training Review

4.1.1 The Pre-Training Review is conducted with each student. During the Pre-Enrolment Interview, the Trainer/Assessor will ensure the training product is appropriate to their needs.

4.1.2 The Trainer conducts the Pre-Training Review for each student. This task encourages students to talk about their current skills and their expectation of the course. A Pre-Training Review ensures the training and assessment students are enrolling into take into consideration their current skill levels and current competency. The pre-training review will ensure the student:

a. Understands the objectives of the course they are undertaking;

b. Explores the students current competencies and provides them with the opportunity for these to be assessed through Recognition of Prior Learning (RPL) or Credit if you have achieved a unit/s in the past;

c. Identifies the support the student may require to successfully undertake the course
d. Student enrolling in the course can also refer to the Student Handbook and the website for details of the additional support services available.

4.2 Course Information

4.2.1 Stirling Institute of Australia will provide to prospective students in print, current and accurate information that enables the student to make an informed decision about undertaking a training course. At a minimum the information will contain:

a. Course overview including

b. Training and Assessment information, and related educational and support services provided by Stirling Institute of Australia;

c. The estimated duration;

d. The expected locations at which it will be provided;

e. The expected modes of delivery;

f. The support services available for the student;

g. Any work placement arrangements;

h. Current competency is discussed;

i. Fees, charges and concessions;

j. Any entry requirements required to enrol in the qualification

4.2.2 Stirling Institute of Australia provides details of its obligations to the student, including our responsibility for the quality of the training and assessment in compliance with the Standards for RTO’s 2015 and the issuance of the AQF Certification documentation. These obligations are detailed in the Student Handbook.

4.2.3 Stirling Institute of Australia includes details of the student’s obligations when enrolling in the Student Handbook.

4.2.4 Prior to enrolment, Stirling Institute of Australia will provide detailed information about the fees it intends to collect from individual students.

4.2.5 Where there are any changes to agreed services, Stirling Institute of Australia will advise the student in writing as soon as practicable.

4.2.6 In the event Stirling Institute of Australia has a change of ownership students will be notified of these changes in writing.

4.3 Contractual Arrangements

4.3.1 Stirling Institute of Australia will inform students, and relevant stakeholders about the training, assessment and the Support Services provided, including information about their rights and obligations prior to entering into a contract. Once agreement is reached by all parties, we will deliver Training and Assessment services accordingly.

4.3.2 Prior to enrolment, Stirling Institute of Australia will:

a. supply each individual with a Statement of Fees, being an itemised list of all fees and materials required for the course
b. notify the student intending to undertake a Government Funded Training that this may affect their ability to access future funding.

4.3.3 Proxy declarations for individuals in exceptional circumstances (VTG)

a. In absolutely exceptional circumstances where an individual is unable to provide any of the listed documents specified in the Evidence of Eligibility and Student Declaration form a proxy declaration, being a signed declaration by the CEO or of a relevant government or community service provider, may be acceptable pending the approval of the Department.

b. Stirling Institute of Australia will make all reasonable efforts to assist an individual to demonstrate their citizenship/residency status in the conventional way, with a proxy declaration being used in exceptional and specific circumstances only.

c. Stirling Institute of Australia will seek the approval of the Department for each individual for whom a proxy declaration is being proposed. Cases will be presented as robustly as the circumstances allow via the enquiry function of the Skills Victoria Training System (or successor).

d. Proxy declarations are not acceptable where an individual has simply been reluctant to incur the cost or inconvenience of obtaining relevant documents.

e. Stirling Institute of Australia may be required to demonstrate its decision making process in this regard and to show the proxy declaration at audit.

4.4 Determining the ACSF levels

4.4.1 Trainer/Assessors ensure the student can complete the training course by identifying their Language Literacy and Numeracy (LLN) levels according to the ACSF.

4.4.2 The Trainer/Assessor conducts an LLN Assessment with the student. allowing the Trainer to make a judgment on the students’ core skills.

a. The LLN Assessment is administered following the procedure outlined in the LLN Assessment Tool.

b. The Trainer will explain the LLN assessment, this includes a one-to-one chat and time to complete the activities.

c. The student completes the LLN assessment.

d. The Trainer reviews the outcome of the assessment and if appropriate will develop an Individual Learning Plan.

e. If the students’ performance indicates they are not operating at the required ACSF level to complete the proposed training successfully. The Trainer will recommend the student complete a Pre-level 1 LLN Bridging Course prior to enrolment.

4.4.3 Once the trainer identifies the LLN levels, an Individual Learning Plan can be created by the trainer to address the individual needs of the student who has been identified as having a learning difficulty.
5. **Student Behaviour**

5.1.1 Stirling Institute of Australia expects students to behave in an appropriate manner, and will take action in response to behaviour detrimental to self or others. To achieve high quality teaching and learning. Students are expected to:

   a. Respect other students, their teachers, Stirling Institute of Australia staff, the community and show courtesy to all

   b. Follow Stirling Institute of Australia rules and the all directions from their teachers

   c. Strive for the highest standards in learning

   d. Respect all members of the Stirling Institute of Australia community

   e. Resolve issues of conflict respectfully, calmly and fairly

   f. Comply with the Stirling Institute of Australia’s dress code

   g. Notify the trainer of their inability to attend a class

   h. Respect and take care of property

   i. Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our premises

   j. Not bully, harass, intimidate or discriminate against anyone at Stirling Institute of Australia

5.1.2 Stirling Institute of Australia promotes the learning, wellbeing and safety of all. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

   i. Respect

      i. Cooperate with others

      ii. Develop positive and respectful relationships and think about the effect on relationships before acting

      iii. Value the interests, ability and culture of others

   ii. Engagement

      i. Attend every scheduled class (unless legally excused)

      ii. Arrive at class on time

      iii. Be prepared for every lesson

      iv. Actively participate in learning

      v. Aspire and strive to achieve the highest standards of learning

6. **Cheating, collusion, plagiarism**

6.1.1 Cheating, collusion, plagiarism: **Stirling Institute of Australia** will not tolerate the use of another person’s work gain an unfair advantage.
6.1.2 In order to demonstrate students have mastered the subject being assessed, work submitted must be their own. Stirling Institute of Australia takes very seriously instances of plagiarism cheating or collusion. If you are suspected of plagiarism or collusion a disciplinary process will apply.

a. Cheating includes the systematic re-wording or changing key nouns and verbs, deliberate plagiarism and the taking of unauthorised material into examinations such as notes.

b. Collusion: When two or more students collaborate in the preparation and production of work ultimately submitted by each in an identical, or substantially similar, form and/or represented by each to be the product of his or her individual efforts.

c. Unauthorised Collaboration: The work of multiple persons such that an assessor is unable to use the work submitted to make a judgement of competency. It is a student’s responsibility to ensure they do not submit work that is not their own.

d. Plagiarism: Deliberately or accidentally passing off someone else’s work as your own. For example, when quoting or paraphrasing material from other sources acknowledged must be given in full.

6.1.3 The student may appeal any decisions made by Stirling Institute of Australia regarding the outcome of the circumstance where cheating, collusion, plagiarism has occurred or the penalty within 14 days of receiving the penalty notice – refer to the Complaints and Grievances Policy.

6.1.4 The Appeal Committee may either dismiss or allow the appeal in whole or in part, and must make its decision on a majority vote.
7. Flow Chart – Pre-Training Review

PRE-TRAINING REVIEW FLOWCHART
8. Flow Chart Student Enrolment Process

STUDENT ENROLMENT FLOWCHART

Student has completed PPI, has been approved and has been scheduled to attend enrolment sessions (at least 48 hours after PPI)

Student to submit to complete the enrolment documents

Student to complete Enrolment form pages 1 to 4

All parties to sign off on Training Plan and copies be provided to student

Student to complete NVQ Form

Student to begin copies of their statement of fees

Students to complete declaration and checklist on page 5 of enrolment form (stating they have received all information)

End of enrolment session, collect enrolment form, NVQ Form and signed Training Plan

Enter remaining student details into SMS and send out confirmation of enrolment

Process Complete