

1. PURPOSE

To outline Holmesglen's commitment to provide academic and wellbeing support services that enhance learners' engagement experiences and enable learners to achieve their educational aspirations within an inclusive, supportive, and safe environment. This policy outlines the principles for Holmesglen's learner engagement and support practices in accordance with Holmesglen's Educational Quality Framework, ASPIRE values and Code of Conduct.

2. SCOPE

Applies to all prospective and current learners, teaching and support services employees.

3. POLICY STATEMENT

Holmesglen is committed to the principles of fairness and equity and acknowledges the diverse needs of all learners. Holmesglen applies a collaborative approach in providing learners with a safe, supportive and inclusive place of learning during their course of study and, actively commits to identify, plan and engage learners with appropriate and timely support by:

- providing learners with information, advice and assistance to access learning, careers and wellbeing support
- partnering with and involving learners in decision making to inform support and engagement strategies for the learning journey
- fostering independent learning and empowering learners to access and engage in support services
- cultivating a learning environment which recognises individual learner needs, values diversity and encourages social inclusion, enabling learners' progression through their studies with dignity and without fear of discrimination or harassment.

4. PRINCIPLES

Support services

- 4.1. Holmesglen is committed to providing learners with timely, accessible, and appropriate support free of charge to commence, continue and flourish during the course of their study.
- 4.2. Holmesglen provides a comprehensive and customised orientation program designed to assist the transition of all commencing learners to Holmesglen's life. This program includes informing learners of the support resources and services available at each campus and in the online environment.
- 4.3. Learners are informed of Holmesglen's [Learner Rights and Obligations](#) during orientation processes and the provision of ongoing support and advice.
- 4.4. Learners are encouraged to advise and provide documentation of any disability prior to commencement of their course of study. Where learners consent to employees' knowledge of the learner's disability, reasonable and equitable adjustments may be made to teaching and assessment arrangements/materials to accommodate learning needs.
- 4.5. 'Disengagement from study' risk indicators are developed to identify individual learners who would benefit from additional support to progress in their course of study. Responsibilities for the identification and support of learners presenting with 'disengagement from study' risk indicators are clearly documented and, support strategies including planning, delivery and monitoring of support activities are communicated across business functions.

- 4.6. Special consideration, discretionary assessment extensions, reasonable adjustment or flexible study options granted to learners, must not compromise academic integrity, standards or the inherent requirements of the course.
- 4.7 The integration of safety management within Holmesglen’s safer community programs are monitored and assessed to mitigate personal risks, so far as reasonably practicable, supporting learner wellbeing.

Diversity and inclusion

- 4.8 Learner diversity and cultural heritage is respected. Strength-based learning and support strategies are implemented, which contribute to a cohesive, culturally supportive, and safe environment that enhances wellbeing and promotes safety in all online and physical learning spaces.
- 4.9 Learners are encouraged to actively participate in their own learning, support and wellbeing. Inclusive and interactive learning environments are created and maintained to encourage active learner participation.

Partnerships

- 4.10 Holmesglen provides opportunities for learner feedback and decision-making over matters that affect them. Learner feedback is critically analysed and evaluated to effectively respond to the changing needs of learners.
- 4.11 Holmesglen employs systems and processes that facilitate the identification, management and monitoring of learner progression and support including:
 - disengagement from study risk indicators for learners
 - literacy and numeracy proficiency requirements for course entry and progression
 - progression, retention and completion rates, including comparison with previous rates
 - assessment outcomes
 - feedback from parties involved in the learning and assessment process, including industry placement and employers of apprentices and trainees
 - engagement in support services and the outcomes of such support.

Leadership

- 4.12 Employees engage in professional learning that support the consistent implementation of this policy for enhancing the social, emotional and learning outcomes of all learners.
- 4.13 Holmesglen implements systematic review and analysis processes across the provision of all support services to further enhance initiatives. The effectiveness of these improvements are monitored and reported at relevant Holmesglen committees.
- 4.14 Privacy of learner information is managed through the provision of approved access to Holmesglen’s business systems and records and is in accordance with the Australian Privacy Principles and other standards related to health records.

5 ACCOUNTABILITIES

Action	Accountability
<ul style="list-style-type: none"> ▪ Oversee the implementation of this policy. 	Executive Director, Engagement and Support
<ul style="list-style-type: none"> ▪ Develop and implement learner academic and support strategies to enhance the learner experience. 	Executive Director, Engagement and Support

Action	Accountability
<ul style="list-style-type: none"> ▪ Communicate the priorities for learning, engagement, safety, wellbeing. ▪ Identify and deploy business systems that support the implementation of this policy. ▪ Develop collaborative partnerships that enable learner contributions to decision making about learner equity, social engagement, facilities, and recreational programs. ▪ Develop and implement mental health and wellbeing initiatives through a range of educational and support resources. 	<p>Executive Director Education and Applied Research</p> <p>Executive Director of International Education and Enterprise Solutions</p> <p>Executive Director Corporate and Commercial Services</p>
<ul style="list-style-type: none"> ▪ Establish professional development programs in collaboration with stakeholders that respond to specific elements of the engagement and support framework. ▪ Assign professional development programs to employees and are monitor for effectiveness. 	<p>Executive Director, Engagement and Support</p> <p>Executive Director Education and Applied Research</p> <p>Executive Director of International Education and Enterprise Solutions</p> <p>Associate Director Human Resources</p>
<ul style="list-style-type: none"> ▪ Ensure appropriate and effective mechanisms are in place to provide learners with support to achieve their full academic potential. ▪ Inform learners of Holmesglen support services, ensuring these can be readily accessed. ▪ Actively partner with learners about safety and wellbeing initiatives to promote positive learning outcomes. ▪ Engage with and action feedback from employers of apprentices and organisations for placement activities to support learner progression. ▪ Ensure the ongoing implementation of Holmesglen procedures for responding to learner needs and feedback and dealing with learner issues, including complaints, appeals and discipline processes. 	<p>Managers</p>
<ul style="list-style-type: none"> ▪ Model and promote values and behaviours that create and maintain supportive and safe learning environments. ▪ Undertake professional learning to effectively identify learner needs and promote learner wellbeing. Ensure support is made available to the learners. ▪ Monitor the progression of learners during their course of study and ensure appropriate support strategies are implemented as required. ▪ Foster and maintain positive, caring and respectful learner–peer, learner–teacher, teacher–parent and teacher–teacher relationships. 	<p>Education Managers, Teaching employees</p>

Action	Accountability
<ul style="list-style-type: none"> ▪ Play an active role in building a positive learning environment where the whole Holmesglen community feels included, connected, safe and respected. ▪ Maintain strict confidentiality and safeguarding of information relating to vulnerable learners in accordance with the Holmesglen Privacy Policy and Information Security Policy. 	All employees

6 DEFINITIONS

Terms	Meaning
Approved publications	Information for learners including content on the Holmesglen website and Holmesglen app, annual course guide, orientation materials, course brochures and flyers, learner handbook, pre-training review interview material, and the information kit for international learners.
Course	A generic term for any accredited educational program offered by Holmesglen including training package qualifications, accredited courses, skill set/s or individual unit/s that appears on Holmesglen's Scope of Registration for VET, higher education programs, ELICOS programs, senior-secondary qualifications or micro-credentials.
Disability	<p>As designed by the Disability Standards for Education 2005: In relation to a person, means:</p> <ul style="list-style-type: none"> ▪ Total or partial loss of the person's bodily or mental functions; or ▪ Total or partial loss of a part of the body; or ▪ The presence in the body of organisms causing disease or illness; or ▪ The presence in the body of organisms capable of causing disease or illness; or ▪ The malfunction, malformation or disfigurement of a part of the person's body; or ▪ A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or ▪ A disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour; and includes a disability that: <ul style="list-style-type: none"> - Presently exists; or - Previously existed but no longer exists; or - May exist in the future; or - Is imputed to a person. <p>In this context, also includes 'children with a disability' as defined by Holmesglen's Child Safety and Wellbeing Policy.</p>
Discrimination	In this context, treating someone unfairly or less favourably because of the individual characteristic defined by diversity. Discrimination can also be setting a requirement that persons with a particular characteristic (protected attribute) cannot meet and which is not reasonable.
Diversity	Recognising the value of individual differences in the educational setting including age, cultural background, disability, ethnicity, family responsibilities,

Terms	Meaning
	<p>gender, language, religious belief and sexual orientation. Diversity also refers to the other ways in which people are different, such as educational level, life experience, work experience, socio-economic background, personality and marital status.</p> <p>In this context, also includes 'children from culturally and/or linguistically diverse backgrounds (CALD)' as defined by the Child Safety and Wellbeing Policy.</p>
Equity	The allocation of resources and opportunities for learner progression on the basis of learner needs.
Fairness	Treating learners equally without favouritism or discrimination.
Harassment	Any unwelcome and unreasonable conduct, whether it be verbal, physical, electronic or otherwise, towards another person in circumstances where a reasonable person, having regard to all the circumstances, would have anticipated that the other person would be offended, humiliated or intimidated.
Support strategies	<p>Strategies may include but are not limited to:</p> <ul style="list-style-type: none"> ▪ universal strategies that create a safe, inclusive and empowering environment that fosters an enthusiasm for learning and support learner wellbeing ▪ targeted strategies that meet the needs of learner cohorts ▪ individual strategies that respond to learner circumstances and addresses learning and assessment outcomes that are not being achieved.
International learner	<p>Includes:</p> <p>i) Overseas learners or 'overseas students' (as defined within the ESOS Act). This includes the enrolment of a person, (whether inside or outside Australia) who holds a 'student visa' to undertake study in a course that is registered on the CRICOS Register. Persons with the following visa are excluded (as defined in regulation 1.03 of the Migration Regulations 1994):</p> <ul style="list-style-type: none"> ▪ a Subclass 576 (Foreign Affairs and Defence Sector) visa, or ▪ a person who satisfies the secondary criteria, but not the primary criteria, under the Migration Regulations 1994 for the grant of the visa, or ▪ a secondary exchange student within the meaning of the Migration Regulations 1994, or ▪ an overseas student who has been approved under a scholarship scheme, or an exchange scheme, sponsored by the Commonwealth to undertake a course of study or training in Australia. <p>ii) Offshore learners who undertake study in a course while remaining in their country of origin.</p>
Learner	<p>An individual enrolled or seeking to enrol at Holmesglen to undertake a course of study.</p> <p>Includes prospective, commencing and continuing learners/international learners and learners on intermission or deferment.</p>

Terms	Meaning
Disengagement from study	<p>Learners who are identified as being at risk of not satisfactorily achieving the learning and assessment outcomes for a subject, unit or course within the enrolment period. Disengagement from study risk indicators may include but are not limited to:</p> <ul style="list-style-type: none"> ▪ non-submission of assessments ▪ failure to successfully complete subject/unit/ assessment requirements ▪ insufficient participation and attendance requirements and/or unsatisfactory progression, relevant to the educational sector and standards ▪ previous failure to complete subjects/units ▪ Noticeable difference in the learner's current achievement in comparison with past performance ▪ allegation of academic misconduct including cheating and plagiarism.
Manager	The person who is responsible for the operations of a faculty, department, centre, unit or another functional area within Holmesglen.
Progression	Maintaining a satisfactory level of performance to advance through a course as specified by the course requirements.
Reasonable adjustment	<p>Under the Commonwealth Disability Discrimination Act (1992) and the Disability Standards for Education, 2005 (website), RTOs are required to customise their services, including making reasonable adjustment to learning and assessment strategies to facilitate the successful participation of people with disability in education, training and employment. The goal is to ensure that all learners have the best opportunity to learn and to demonstrate that they have achieved unit requirements.</p> <p>Reasonable adjustments in assessments follow negotiation between teacher and the learner, with support from Student Wellbeing employees (if necessary), in consideration of the following:</p> <ul style="list-style-type: none"> ▪ The impact of disability or learning difficulty on the assessment task, ▪ The nature of the assessment task, including the skills and abilities required, ▪ The nature of the course or unit: what skills and knowledge does the particular unit demand and in what ways does the learner's disability impact on their capacity to demonstrate. <p>Reasonable adjustment applied to assessment activities may include modification to assessment tools, tasks, methodologies and the learning and assessment environment, for example, alternative tasks, different presentation medium, learner support, use of assistive technologies.</p>

7 CONTEXT AND/OR REFERENCED DOCUMENTS

Internal

Assessment Policy (VET)

Child Safety and Wellbeing Rule

Complaints and Appeals Policy (Learners)

Conduct Rule

Code of Conduct

Discipline Policy (Learners)
 Educational Quality Assurance Rule
 Enrolment Policy
 Information Security Policy
 Occupational Health and Safety Policy
 Overseas Learner Policy
 Privacy Policy
 Risk Management Rule
 Training and Assessment System Policy

External

[Child Safe Standards](#)
[Disability Act 2006 \(Vic\)](#)
[Disability Discrimination Act 1992 \(Cth\)](#)
[Disability Standards for Education 2005](#)
[Education and Training Reform Act 2006](#)
[Education Services for Overseas Students Act 2000 \(Cth\)](#)
[ELICOS Standards 2018](#)
[Equal Opportunity Act 2010 \(Vic\)](#)
[Guidelines for Non-school Senior Secondary Education Providers: Minimum Standards for Registration to Provide an Accredited Senior Secondary Course](#)
[Health Records Act 2001 \(Vic\)](#)
[Higher Education Standards Framework \(Threshold Standards\) 2021](#)
[National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)
[Occupational Health & Safety Act 2004 \(Vic\)](#)
[Privacy and Data Protection Act 2014 \(Vic\)](#)
[Skill First VET Funding Contract](#)
[Standards for RTOs 2015](#)
[Work Health & Safety Act 2011 \(Cth\)](#)

8 REVIEW

- 8.11 This policy must be reviewed no later than three years from the date of approval.
- 8.12 The policy will remain in force until such time as it has been reviewed and re-approved or rescinded. The policy may be withdrawn or amended as part of continuous improvement prior to the scheduled review date.

9 VERSION HISTORY

Version Number	Date	Summary of changes
1	February 2022	New policy.