

Bendigo TAFE & Kangan Institute

Student Support Framework

Making the Students the central focus of what we do

2021





Acknowledgement of Country

Kangan Institute and Bendigo TAFE acknowledge their campuses are located on the ancestral lands of the Wurundjeri Woi-wurrung people of the Kulin Nations, the Guna Kurnai people, the Djaara people of the Dja Dja Wurrung and Yorta Yorta Nations. The institute respects the Traditional Owners, Elders and their Cultural heritage and recognises their continuing connection to land and waters.

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1. Introduction

1.1 The Framework

Bendigo Kangan Institute (BKI) is committed to delivering a safe workplace and learning environment that supports the psychological well-being of all our enrolled and potential students.

Student Support Framework assists in understanding the approach of the Institute to Student Support Service at Bendigo Kangan Institute. The Framework underpins the requirements of Child Safety Standards, Legislation, and Obligations for Student Support Services.

1.2 Purpose

This Framework provides an overview of Student Support Services' scope, approach, roles, responsibilities and interventions at Bendigo TAFE and Kangan Institute. This Framework:

- Supports the counselling requirements outlined as part of the Psychotherapy and Counselling Federation of Australia (PACFA), Australian Counselling Association (ACA), Australian Association of Social Workers (AASW) Code of Ethics
- Presents roles and responsibilities for all the Student Support functions at Bendigo TAFE and Kangan Institute
- Provides an overarching structure for Student Support Services-related tools and procedures

1.3 Scope

The Student Support Framework applies to all students, staff, volunteers, contractors, and industry partners within Bendigo Kangan Institute operations and activities.

1.4 Organisational Context

Bendigo Kangan Institute (BKI) is a TAFE within the Victorian Education Sector with oversight from the Department of Education & Training (DET).

BKI provides an adult learning service across the following Portfolios: Health, Community, Indigenous, Professional & Creative, Automotive, Construction & Industrial, Food and Fibre and foundation and Pathways. BKI provides these education services predominantly via nine campuses throughout Victoria as follows:

Metropolitan Campuses - Broadmeadows, Cremorne, Docklands, Essendon

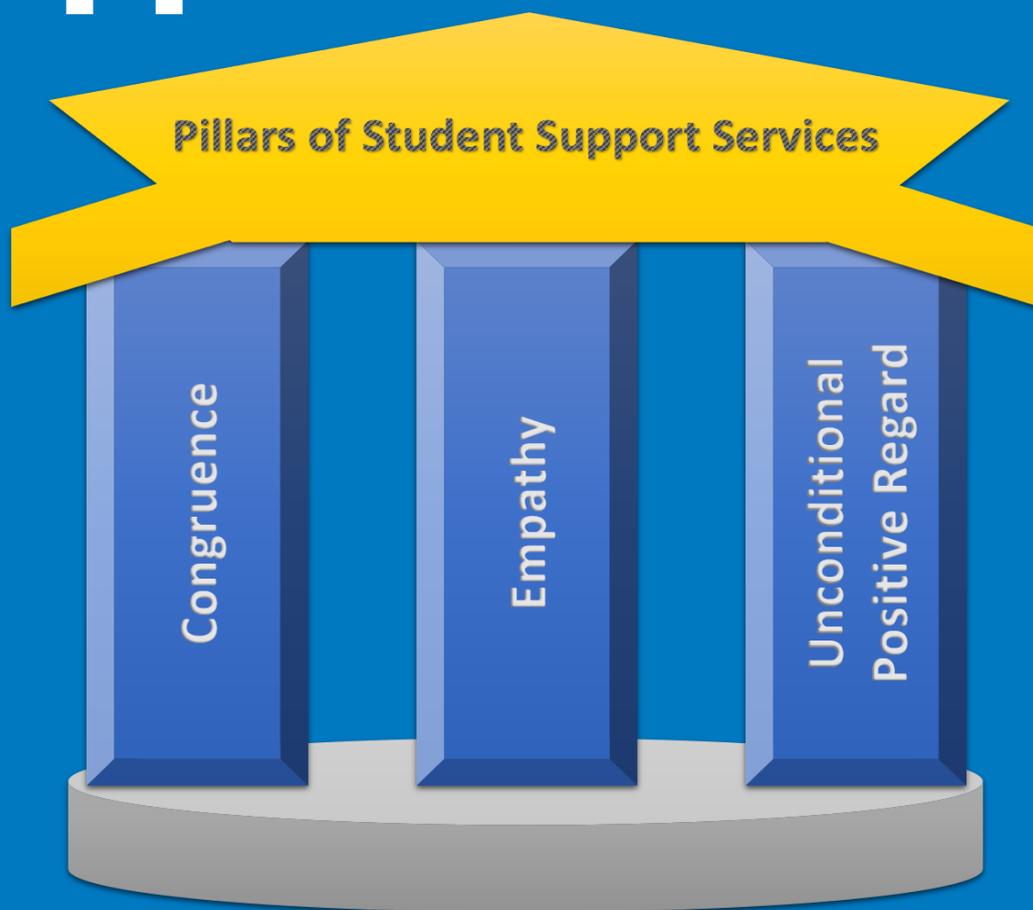
Regional Campuses - Bendigo City, Charleston Road – Bendigo, Castlemaine, and Echuca

Education services are also provided across several Correctional Facilities within Metro Melbourne and Regionally. The Institute also has a significant workplace delivery model whereby staff visit students to teach and assess them.

Additionally, Bendigo Kangan Institute operates VETASSESS and eWorks, providing assessment and education design delivery services from their head office in Albert Road in Melbourne.

BKI appreciates the necessity of Student Support Services for potential and currently enrolled students. Our Organisation acknowledges the private and confidential support that is inclusive and accessible to all students. Additionally, student support services are dynamic and recognise multiple legislation and industry obligations.

Pillars of Student Support



2. Pillars of Student Support

Student support services mount on the three pillars of the Person-centred approach – congruence, empathy, and unconditional positive regard.

Person-centred therapy, also known as client-centred therapy, is a humanistic approach that deals with how clients consciously perceive themselves rather than how the practitioner interprets their unconscious thoughts or ideas.

The therapist works to understand a client's experience from their view. Therefore, the therapist must positively value the client in all aspects of their humanity while being transparent and genuine. This approach is vital in helping the client feel accepted and better understand their feelings. In addition, the method can help clients reconnect with their inner values and sense of self-worth, thus enabling them to find their way forward and develop.

The core principle of person-centred therapy is to enable the client's ability to self-actualise. This methodology allows personal growth and relationships by exploring and utilising their strengths and personal identity. The practitioner aids this process, providing vital support to the client, making their pathway through the journey contributing to a positive student experience.

This psychological safety is one where a student feels physically and emotionally free from threats. Three conditions or pillars help achieve this safety, predominantly in the therapy suite.

- 1. Congruence** - Congruence is also known as genuineness. Congruence is an essential aspect of therapy. This means that students experience their therapist as they are. The therapist is authentic and has the same internal and external experiences and views.
- 2. Empathy** - The practitioner aims to understand the student's experience. Empathy is the ability to appreciate what the student is feeling. This signifies the practitioner's ability to understand considerately and precisely the student's feelings and experiences at that moment. It is essential to acknowledge the exact client's feelings and paraphrase the understanding of the feeling accurately to the client.
- 3. Unconditional positive regard** - The practitioner must be non-judgemental and valuing. This is another critical pillar where clients are valued as themselves whilst they grow and fulfil their potential. The practitioner demonstrates genuine care for the client. Even though the therapist may not approve of some of the client's actions, the therapist supports the client.

Student Support Services



3. Student Support Services

All student support services are free and confidential.

Bendigo Kangan Institute has four metro campuses and four regional, where Student Support Services provide coverage. Student Support Services encompasses various functions and roles:



3.1 Counselling Support

Counselling is the process of building therapeutic relationships with individuals to empower them to accomplish mental health, well-being, education, and future goals. It is a collaborative alliance between the counsellor and their student client.

A counsellor is a trained and skilled professional who helps individuals explore and resolve interpersonal or personal issues. They do so within the precincts of a drafted and honest relationship. In addition, counsellors facilitate various techniques and therapeutic interventions.

At Bendigo TAFE and Kangan Institute, counsellors provide short-term and practical counselling experience to all the enrolled students. The counsellor is responsible for providing private and confidential counselling services to students experiencing personal difficulties or crises, helping them navigate their challenges and making appropriate changes to their lives. In addition, they advise proper referrals for students needing additional support through Person Centred Approaches. They also liaise with education departments while engaging and supporting students through individual counselling and co-counselling. Finally, counsellors facilitate community education, e.g., staff awareness or student engagement programs.

Counsellors must adhere to Child Safe Standards, mandatory reporting statutes and principles, privacy principles and BKI policies and procedures. In addition, this role requires a thorough knowledge of ethical and legal issues, e.g., confidentiality, informed consent, referral pathways, case note documentation and security.

3.1.1. Counsellor's Code of Conduct

The [counselling registration bodies govern qualified counsellors](#). These registration bodies provide ethical standards or codes of conduct and counselling best practices for registered counsellors. The registration bodies are:

- [Australian Counselling Association](#) (ACA)
- [Psychotherapy and Counselling Federation of Australia](#) (PACFA)
- [Australian Psychology Society](#) (APS)
- [Australian Association of Social Workers](#) (AASW)

These codes emphasise the importance of counsellors engaging with clients (students) from a humanistic, client-centric framework, where the client's best interests drive the practitioner's decision-making processes. In essence, principle benevolence and a commitment to safe space underpin all these codes. They also include the importance of being suitably qualified and maintaining ongoing professional development and supervision required for membership. Finally, the code ensures the provision of competent and ethical service delivery. This way, counsellors provide a service that honours the individual and the client's cultural context.

Virtue ethics encompasses attributes that successful counsellors ought to embody. These codes also stress the importance of the personal traits of effective practitioners:

- integrity,
- congruence,
- self-reflectiveness,
- self-awareness,
- non-reactivity,
- commitment to social justice,
- commitment to diversity and
- human dignity.

Members of these codes also commit to upholding best practices about decision-making where ethical dilemmas arise, including but not limited to areas of:

- client confidentiality,
- client privacy,

- appropriate management of dual/multiple relationships,
- maintaining healthy boundaries,
- upholding client welfare,
- use of proper levels of counsellor self-disclosure,
- appropriate and culturally relative consensual touch,
- ethically addressing client-therapist sexual attraction,
- diffusion of power differentials,
- multicultural competence and
- an awareness of the importance of self-care in preventing vicarious traumatisation and compassion fatigue.

Of critical importance to student support services is maintaining ethical standards relating to the confidentiality of our services. [Confidentiality and Your Rights](#) outlines the confidentiality standard for all staff and interns.

3.2 Welfare Support

The Welfare Officers can provide information, support, and guidance on various financial and accommodation issues and other student matters.

Welfare services are available to discuss:

- Assistance with financial and accommodation issues
- Advice on payment of course tuition fees
- Emergency relief and [food relief](#)
- Difficulties with paying course fees
- Financial, budgeting and saving skills
- Advocacy and guidance when dealing with Centrelink
- Information on accommodation options and rental advice
- Information and assistance regarding scholarships
- General welfare advice and assistance

3.3 Disability Support

The Disability Liaison Officers and Accessibility Support Officers are available to assist, support and provide resources to students who have a disability. They are here to help students enjoy their studies, allowing them to be as independent as possible.

The disability support services include:

- [Reasonable Adjustments](#)
- Assessment to establish if the student is eligible for assistance
- Help with application and enrolment

- Advice provided to teachers about special needs or learning problems
- Advocacy on behalf of students with disabilities, including negotiating alternate or modified assessments, or extra time in a course
- Organising additional learning assistance both in and out of class, e.g. note-takers, participation assistants, tutors or sign language interpreters
- Specialist equipment to assist participation and learning
- Study skills support

[Disability Process Map](#) provides step by step guide on disability support.

3.4 Youth Support

The Youth Workers identify and assist youth from 15-25 years of age who require day to day support while at BKI.

Youth Support includes:

- Individual sessions
- Youth Space and peer support
- Goal setting
- Mentoring
- Assist with welfare needs like homelessness, emergency relief.
- Advocacy and referrals
- Community Engagement
- Retention strategies

3.5 Child Safety and Mandatory Reporting

[Bendigo Kangan Institute \(BKI\)](#) is a child-safe organisation.

Student Support Staff play a key role in implementing all Child Safety [Policy](#) and [Procedure](#), including identifying and reporting incidents, disclosures and suspicions of child abuse, and supporting students and parents.

When a practitioner forms a reasonable belief that a child is experiencing or is at risk of experiencing abuse or neglect, they must act. All Bendigo TAFE and Kangan Institute staff must follow the [Child Safety and Mandatory reporting legislation and child safety procedure](#). This procedure outlines the staff's actions to protect a child or young person from further harm and report any issues to the appropriate authorities.

Bendigo TAFE and Kangan Institute have Child Safety Officers responsible for overseeing the implementation of the Child Safe Standards across the Institute. All staff must notify the Child Safety Officers of all incidents,

disclosures, and suspicions of child abuse. They will then support the staff in completing all the necessary follow-ups.

4. Therapies & Interventions

What is therapy?

Therapy is the process of connecting with a counsellor to resolve problematic behaviours, beliefs, feelings, and related physical symptoms. The therapy uses an interpersonal relationship to help develop the client's self-understanding and change their lives.

What is counselling?

Counselling is a safe, private and confidential collaboration between qualified counsellors and clients to stimulate mental health and well-being, enhance self-understanding, and overcome identified concerns. Clients are active contributors to the counselling process at every stage.

What interventions does the counsellor use?

The intervention process is about selecting the appropriate counselling techniques to encourage growth within your client. A counsellor will provide collaborative and evidenced-based therapies and interventions when counselling a student. Counsellors use a range of modalities:

Person-Centred Counselling focuses on and trusts the client's expertise on their thinking, feeling, experiences and problems. Counsellors provide empathy and non-judgemental and genuine support when using the Person-Centred approach.

Cognitive-Behavioural Therapy (CBT) is a short-term form of behavioural treatment. It helps in problem-solving. CBT educates in understanding the relationship between beliefs, thoughts, and feelings and the following behaviours. Through CBT, people learn that their perceptions or thoughts can directly influence how they feel and respond to specific situations.

Narrative Therapy is a therapy that separates the client from their problem. It encourages people to rely on their skills to minimise problems that exist in their lives. Practitioners of narrative therapy believe telling one's story is a form of action toward change.

Solution-Focused Brief Therapy (SFBT) focuses on a person's present and future circumstances and goals rather than past experiences. In this goal-oriented therapy, the symptoms or issues bringing a person to treatment are typically not targeted.

Acceptance Commitment Therapy (ACT) helps individuals recognise how their attempts to suppress, manage, and control emotional experiences create challenges. By accepting and addressing these challenges, individuals can become better able to make room for values-based actions that support well-being.

Other interventions used are Mindfulness-based interventions, Creative Therapies, Positive Psychology, Strength-based approaches, Crisis Intervention, etc.

In many cases, the given therapy/intervention is blended, focusing on supportive, short-term, problem-centred outcomes.

4.1 Duration & Frequency of Appointments

Student support staffs are responsible for the appropriate spacing of appointments with students/clients to:

- Focus on short-term solution-focused counselling
- Support the students for the duration of their enrolment at Bendigo TAFE or Kangan Institute
- Refer students to external services as required
- Be available and responsive to student needs with time allocated during the day for drop-ins
- Maintain a balance of new and continuing appointments
- Balance student contact hours with other activities such as supervision, group work, teacher-department meetings etc.

4.2 Co-therapy

Co-therapy, also known as conjoint therapy, is a technique conducted with more than one therapist in a session. Co-therapy presents differing abilities, one principally learning from the other and providing the opportunity to share feedback on their work. Where appropriate, co-counselling may be offered with prior student consent. This method may involve one or more counsellors jointly consulting with a student.

Co-counselling or co-therapy is likely to be provided to assist trainee counsellors early on in their placement at Bendigo TAFE and Kangan Institute;

4.3 Missed or No-Show Appointments

Any student who misses an appointment will typically be encouraged to reschedule the meeting via phone or email.

In fairness to students wanting to secure timely services from counselling, students who miss an appointment without notifying student support services will be allowed no more than one additional "no show". Despite trying to maintain this boundary, student support will help any student who needs support.

Roles & Responsibilities



5. Roles and Responsibilities of Student Support Staff

Roles	Responsibilities
Managers	<ul style="list-style-type: none"> • Oversight of the daily operations of staff responsible for their respective support functions. • Provide leadership and mentoring to staff, oversee the daily operations of the respective support functions, and ensure alignment with the Institute's strategic goals. • Assisting the Head of Student Services to ensure staff maintain high standards when providing a duty of care to all students, paying particular attention to those under 18 as defined by Victorian Safety Standards. • Responsibility for budgetary requirements related to staffing. • Manage and coordinate responses to student escalations from services within the remit. • Participate in the student misconduct interview panel as directed by the Head of Student Services. • Significant crisis management and ability to coordinate a suitable and holistic response. • Dealing with sensitive and complex matters that may not always have established guidelines and procedures.
Counsellors	<ul style="list-style-type: none"> • Provide private and confidential support to students with mental health or other well-being-related issues. • Responsible for delivering a range of counselling, and advocacy services for students, with referrals to external agencies as required. • Provide psychoeducation to students and staff to support and contribute to the student's learning experience. • Maintain all student and relevant records in an organised and timely manner. • Access and participate in internal or external clinical supervision following the practice model. • Be mindful of ethical and legal issues, e.g., confidentiality, informed consent, referral pathways, case note documentation and security.
Disability Liaison Officers	<ul style="list-style-type: none"> • Provide an effective liaison service for BKI's prospective and enrolled students with disabilities and learning support needs to facilitate appropriate access to Institute programs. • Assess and interpret the students' needs at an initial interview to incorporate Learning Support Staff to aid in student productivity and retention.

	<ul style="list-style-type: none"> • Coordinate regular meetings between students with disabilities and the relevant Institute staff to ensure adequate communication methods are operating and to discuss and monitor teaching strategies, assessment procedures and learning strategies. • Assist prospective students with disabilities in their transition to TAFE. • Develop systems that support and empower students with disabilities through collaborative needs assessment, planning, information sharing, and advocacy regarding academic requirements. • Develop, maintain, and oversee the implementation of Learning Access Plans (LAP) for students with disabilities or a medical condition that seek support.
<p>Accessibility Support Officers</p>	<ul style="list-style-type: none"> • Provide an effective liaison service for BKI's prospective and enrolled students with disabilities and learning support needs to facilitate appropriate access to Institute programs. • Assess and interpret the students' needs at an initial interview to incorporate Learning Support Staff to aid in student productivity and retention. • Coordinate regular meetings between students with disabilities and the relevant Institute staff to ensure adequate communication methods are operating and to discuss and monitor teaching strategies, assessment procedures and learning strategies. • Assist prospective students with disabilities in their transition to TAFE. • Develop systems that support and empower students with disabilities through collaborative needs assessment, planning, information sharing, and advocacy regarding academic requirements. • Develop, maintain, and oversee the Learning Access Plans (LAP) implementation for students with disabilities or medical conditions seeking support.
<p>Welfare Officers</p>	<ul style="list-style-type: none"> • Provide advice, information, and assessment on financial issues, including budgeting, financial planning, payment plans, reduced deposits, emergency relief, scholarships, Centrelink payments and other community resources as appropriate. • Provide a student accommodation referral service, including organising current and conveniently accessible information for students. • Assist with delivering application, selection, and bestowal according to the team's operational plan and documented processes, practices, and guidelines. • Assist students with equity and welfare issues that may affect their ability to study through internal and external liaison and referrals of students to appropriate departments/staff and external community organisations as required.

	<ul style="list-style-type: none"> • Develop and implement policies and procedures to be used by the Welfare team. • Assist in developing welfare services and resources to meet identified needs and prepare procedures and guidelines for welfare services.
Youth Workers	<ul style="list-style-type: none"> • Provide information, support and advocacy to learners who are experiencing issues such as homelessness, financial or social disadvantage. • Identify barriers that block learners' achievement of their vocational education and training goals and implement strategies that minimise or overcome those barriers. • Develop and maintain relationships with relevant external support providers and comprehensive knowledge of these assistances, including educational institutions, industry groups, community agencies, etc. • Maintain a participant database, case notes and student destination surveys, and prepare statistical reports as required, ensuring information is kept confidential and used only by privacy legislation. • Review relevant Institute policies as required and contribute to the development of new policies and procedures where necessary.
Student Experience Officers	<ul style="list-style-type: none"> • Confidently engage with currently enrolled student and attempted first contact resolution via telephone, email, face-to-face, online, and social media to optimise the student experience. • Liaise with events and marketing team and external community services in facilitating student events across the campuses. • Establish communication channels with all students that create an effective link between the student and support network/services within the Institute. • Identify individual client/student learning needs and barriers to learning and create solutions from a range of options that best suits their needs. • Contact all commencing students promptly as defined by the overall campaign framework.

Referrals



6. Referrals

6.1 Referrals to Student Support Services

Staff and students can refer to Student Support Services in one of three ways:

1. By any Bendigo TAFE and Kangan Institute Staff,
2. Self-referral by the student via phone, email or walk-in

Bendigo TAFE:

- Email: studentsupportservices@bendigotafe.edu.au
- Phone: 03 5434 1755

Kangan Institute:

- Email: studentsupport@kangan.edu.au
- Phone: 03 9279 2511

3. By another Student Support Officer

6.2 Referrals to External Agencies

A referral is a process of connecting students to information or services. Referral could occur because of various factors:



1. **Specialised Treatment:** Sometimes, the nature of the issue or symptom is outside the area of scope. Additionally, some conditions like personality disorders, dissociative disorders, or psychosis require specialised treatment. Mental health disorders can implicate somatic symptoms; however, the contrary can also hold. For example, the student may have stress, anxiety, or depression due to physical health issues. Therefore, referring to a general practitioner for medical treatment could help overcome the emotional symptoms.
2. **Ethical Consideration:** There may be times in therapy when the practitioner realises vastly different beliefs and values while working with the student. For example, clients may mention they support a political party or have religious beliefs that conflict with the therapists, impacting their ability to provide compassionate care. Or the practitioner knows the client personally

or supports a family member, partner, or friend. This relationship can create a conflict of interest.

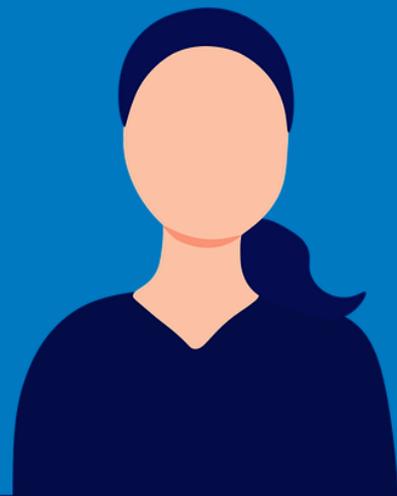
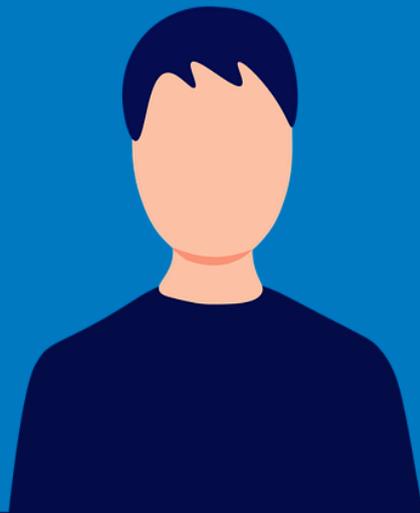
3. **Similar Experience:** Sometimes, students could present issues identical to those the therapist is experiencing or has recently experienced. While some personal situations could provide insight and positively impact therapy, some experiences may bring up distressing memories that get in the way of a therapeutic relationship.
4. **No benefit from therapy:** Therapy isn't always easy for practitioners. There could be sessions where progress seems to have paused, or the student reports an obstacle. The therapeutic relationship is an alliance; thus, it involves participation from both sides. Therapists can offer very little when the student doesn't actively participate in sessions.

When deliberating different services and support options with the student, student support staff:

- ✓ Acknowledges and respects the client's identity and unique requirements (including their culture, family, priorities, barriers, concerns, levels of trauma and risk).
- ✓ Supports their actions and choices – work with students to understand what information they want to share and respect their evaluation of the referral to the organisation.
- ✓ Is open and transparent – discuss that a referral will involve student support staff sharing important information about the student and their consent where applicable.
- ✓ Acknowledges the efforts and strategies they have made towards their well-being.
- ✓ Validates in a non-judgemental way and leaves the door open to re-access student support services.
- ✓ Appreciates any unique barriers the student may encounter in accessing services (e.g. discrimination, language barriers, physical barriers, or a lack of trust in particular services).

Student support staff help with all warm referrals from student support services to external agencies and students' referral forms and consent information. The team uploads the referral form to the customer records management system. During cold referral, the student is given relevant information, like leaflets about the service.

Supervision



7. Supervision

Clinical supervision is a contractual, collaborative practice that observes, cultivates and supports Student Support Staff in their approach.

In clinical supervision, the fundamental focus is on the student's optimum therapy outcome and the practitioner's professional development and self-care. Clinical supervision incorporates several essential elements, including a formal agreement between the supervisor and supervisees. Supervision is an opportunity for the practitioner to present relevant information regarding their practice via a case discussion, case notes, role plays, etc., allowing a thoughtful review by the supervisee and feedback by the supervisor. The supervisory relationship and supervision process are congruent with the developmental needs of the supervisee.

Supervision enables practitioners to develop and enhance their knowledge and skills, assume accountability for their therapeutic service and assume the duty of care.

Advantages of clinical supervision for the practitioners:

- ✓ Experience support
- ✓ Experience less stress, burnout, and sickness absence
- ✓ Develop professionally and personally
- ✓ Maintain their professional interest
- ✓ Improve their confidence
- ✓ Feel the connection and reduce isolation
- ✓ Develop their therapeutic knowledge and competence

Advantages of clinical supervision to student support service:

- ✓ Clinical supervision enables practitioners to take the emotional burden of compassion and have it recognised and concluded.
- ✓ It provides a safe place where personal awareness and self-esteem are increased and areas of practice that may hinder the clinician are explored.
- ✓ Clinical supervision allows an exchange between practising professionals, promoting debate, challenging the current thinking, and generating solutions to practice problems.
- ✓ It enhances and informs professional and personal development and may ultimately lead to an engagement in life-long learning.
- ✓ Clinical supervision produces a therapist/client relationship that is committed, adequate and spontaneous.
- ✓ It encourages a safe, reflective practice where the therapist is more aware and sensitive to the client's needs.

Advantages of clinical supervision to Bendigo TAFE and Kangan Institute

Clinical supervision aims to motivate while being person-centred and focusing on maintaining the ethics of client care. Bendigo TAFE and Kangan Institute benefit from:

- ✓ Enhanced service delivery
- ✓ New learning opportunities
- ✓ Improved staff retention
- ✓ Improved efficiency and effectiveness
- ✓ Quality improvement
- ✓ Risk management and performance management
- ✓ Systems of accountability and responsibility

Record Keeping



8. Record Keeping

The process of keeping records encompasses consideration of legal obligations, ethical standards, and other external limitations, in addition to the demands of the particular professional Framework.

Each time a Student Support Staff contacts a student, the staff records the sessions on the **Client Record Management (CRM)**, also known as **Client Management System (CMS)**. CMS is a cloud-based software from Community Data Solutions that operates exclusively in the Not-for-Profit sector in Australia.

Practitioners keep appropriate records of their work with clients for accountability, service review and case planning. Student Support Staff records information collected through the Intake Form and the type of contact (face-to-face, phone, email, or video call), duration of the session and type of session (Counselling, Welfare, Disability, Youth Work, Child Safety). The practitioners also record referrals received or made and any supporting documents. All records should be accurate, respectful of clients and colleagues, and protected from unauthorised disclosure. Although the client records are maintained for seven years, Bendigo Kangan Institute encourages record keeping forever.

Student Support follows the following record-keeping guidelines:

1. [PACFA](#)
2. [AASW](#)
3. [APS](#)

Contact details

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Team Leader Student Support

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pchoudhury@kangan.edu.au

Kangan Institute campuses

Broadmeadows

Pearcedale Parade
Broadmeadows VIC 3047

Docklands

1 Batmans Hill Drive
Docklands VIC 3008

Essendon

38 Buckley Street
Essendon VIC 3040

Cremorne

85 Cremorne Street
Cremorne VIC 3121

Bendigo TAFE campuses

Bendigo City

136 McCrae Street
Bendigo VIC 3550

Bendigo Charleston Road

62-104 Charleston Road
Bendigo VIC 3550

Castlemaine

65-67 Templeton Street
Castlemaine VIC 3450

Echuca

Corner Hare and Darling Streets
Echuca VIC 3564

