

STUDENT SUPPORT AND WELFARE SERVICES POLICY

1 Purpose and General Policy

- 1.1 This document applies to the **Innovative Institute of Australia**, its courses, its clients (students) and its controlled entities (collectively "**IIA**", "Institute", "the Institute", "we", "us", "our").
- 1.2 This policy aims to inform the Institute students about the various academic and non-academic support services available to them throughout their studies, helping them achieve their full academic potential and success.
- 1.3 The Institute offers a broad array of student support services designed to meet the needs of its diverse student population, promoting initiatives that address their learning requirements in a supportive and inclusive setting, both on campus and online.
- 1.4 The Institute provides free internal support services to students.
- 1.5 The Institute provides external support services options. External support services providers may charge fees.
- 1.6 Students are provided with the Institute's and their trainer's office telephone numbers and email addresses and are encouraged to contact their trainer outside scheduled class hours for academic support. The Institute's non-academic staff and trainers offer assistance by telephone, email, or by arranging individual consultations, as appropriate.
- 1.7 All information about support services that students access is documented and retained in their files.
- 1.8 Where necessary, a separate file may be used to record and securely store sensitive information deemed confidential (e.g. matters related to welfare).
- 1.9 The Institute CEO is responsible for implementing this policy and reviewing its effectiveness.

2 Definitions

- 2.1 An education agent refers to an entity (in or outside Australia) that
 1. Engages in any of the following activities in relation to a provider:
 - a) The recruitment of overseas students, or intending overseas students;

- b) providing information, advice or assistance to overseas students, or intending overseas students, in relation to enrolment;
- c) otherwise dealing with overseas students, or intending overseas students; and
- 2. is not a permanent full-time or part-time officer or employee of the Institute.
- 2.2 Agent Agreement refers to the agreement between the Institute and the agent, including the schedules.
- 2.3 CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students.
- 2.4 ESOS Act refers to the *Education Services for Overseas Students Act 2000 of the Commonwealth of Australia*.
- 2.5 National Code refers to the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.
- 2.6 Prospective student/applicant/client refers to a person who intends to become, or who has taken any steps towards becoming, an 'overseas student' or 'intending overseas student' as defined by the *ESOS Act*.
- 2.7 DHA refers to the Department of Home Affairs.
- 2.8 OSHC refers to the Overseas Student Health Cover.
- 2.9 eCoE refers to the electronic Confirmation of Enrolment.
- 2.10 2025 Standards for RTOs refers to the *National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025*.

3 Policy-Identification

- 3.1 The Institute is committed to maximising students' outcomes and achievements. Students can request or access support services, pending assessment, at any point during their educational journey.
- 3.2 The Institute provides support services promptly.
- 3.3 A reasonable adjustment is the steps taken to modify assessment processes appropriately while still upholding the integrity of the assessment outcome.
- 3.4 The Institute encourages 'students with special learning needs' to undertake their training courses.

- 3.5 The term 'students with special learning needs' refers broadly to students who have disabilities, learning difficulties, or additional needs that affect their ability to learn effectively.
- 3.6 Information about the available support services and census dates will be shared with students at the start of their studies via Orientation sessions, the Student Handbook, and ongoing targeted communications.
- 3.7 The Institute aims to recognise students requiring support during the pre-enrolment phase, enabling early intervention by engaging with prospective students to understand their unique learning needs and any necessary reasonable adjustments.
- 3.8 The Institute may offer support, depending on the extent of information disclosed by the student, as individual circumstances differ and various support strategies may be suitable.
- 3.9 Although the Institute respects a student's right to keep their personal circumstances private, it may be unable to accurately assess their needs or offer the most suitable support without specific information or relevant documentation.
- 3.10 Where it is determined during the pre-enrolment stage that an onshore prospective student does not meet the required eligibility criteria or skill level for the student's intended training and/or assessment, they will be referred to the Institute administration team and academic team for a detailed skills assessment and offered suitable alternative study pathways.
- 3.11 The Institute actively monitors student attendance and academic progress throughout their course and implements early intervention strategies to assist students whose progress may be at risk.
- 3.12 Institute teachers and staff who identify a student who could benefit from academic or non-academic support may take direct action or refer the student to the relevant support personnel within the Institute.

4 Policy - Student Well-being

- 4.1 Students are provided with the following information before enrolment, with relevant sections also reiterated during orientation.

- i. Information on course entry requirements, including minimum English language proficiency, academic qualifications or relevant work experience, and the possibility of course credit where applicable.
 - ii. An overview of course content, duration, the qualification to be awarded (if applicable), study modes, and assessment methods.
 - iii. Confirmation that enrolment is for a full-time registered course, defined as having a minimum of 20 scheduled face-to-face contact hours per week.
 - iv. Details regarding campus locations, along with a general description of the available facilities, equipment, and academic and library resources.
 - v. Disclosure of any arrangements with other registered providers, individuals, or entities involved in delivering all or part of the course.
 - vi. Indicative course-related fees, including information on the potential for fee changes throughout the duration of the course and applicable refund policies.
 - vii. Clear information on the conditions under which a student's enrolment may be deferred, suspended, or cancelled.
 - viii. Access to an electronic description of the ESOS (Education Services for Overseas Students) framework.
 - ix. Relevant information on living in Australia, including the indicative costs of living, accommodation options, and, where applicable, schooling obligations and options for school-aged dependents of intending students, including that school fees may be incurred.
 - x. Student safety information.
 - xi. Student visa information.
- 4.2 Students are provided with the following information before course commencement, with relevant sections also reiterated during orientation.

- i. Introduction to the Institute
- ii. Staff contacts
- iii. Recognition of Prior Learning (RPL) and Credit Transfer
- iv. Study resources
- v. Language, Literacy and Numeracy and Digital Skills support
- vi. IT / technical support
- vii. Training and assessment process

- viii. Qualification details
- ix. Code of conduct
- x. Occupational Health and Safety
- xi. Student safety
- xii. Emergency and health services
- xiii. Monitoring course progress
- xiv. Academic support
- xv. Welfare support
- xvi. Recreational activities
- xvii. Timetables
- xviii. English language support
- xix. Course information
- xx. Equity and access
- xxi. Privacy
- xxii. Access to records
- xxiii. Academic misconduct
- xxiv. Complaints and appeals
- xxv. Legal services
- xxvi. Course cancellation terms
- xxvii. Impact of course progress on a student visa
- xxviii. Student visas
- xxix. Part-time/Casual work opportunities dd) Living in Melbourne
- xxx. Cost of living in Melbourne and Australia
- 4.3 An orientation is delivered to all students before course commencement.
- 4.4 The Institute provides a wide range of non-academic support services that support the well-being of students, such as:
 - i. Student Handbook
 - ii. course and career advice and planning
 - iii. orientation
 - iv. airport pick up and accommodation
 - v. cultural differences, living in a big city and homesickness
 - vi. communicating and learning in English

- vii. social outreach activities
 - viii. financial issues
 - ix. part-time jobs and fair work
 - x. advocacy for students who identify as First Nations
 - xi. Equity and access support
 - xii. counselling and mental health support
 - xiii. engagement and connection opportunities for students who identify as LGBTIQ+
- 4.5 The Institute is dedicated to creating a positive learning environment that promotes tolerance and values diversity. It ensures equal opportunities for all students in a setting free from discrimination, harassment, sexual harassment, sexual harm, bullying, and victimisation.
- 4.6 The Institute handles all disclosures and complaints related to crises or serious harm with sensitivity and discretion, maintaining strict confidentiality and safeguarding individuals from reprisal or retaliation. Students affected by such incidents are encouraged to speak with a trusted individual about their experience.
- 4.7 The Institute maintains contact details for a range of professional service providers who support physical, mental, emotional, and financial well-being. This information is available in the Student Handbook, which is publicly accessible via the Institute's website or by direct enquiry with the Institute. The Institute is committed to facilitating student access to these services where appropriate.
- 4.8 A student's study load may be modified, where appropriate, to accommodate individual circumstances.
- 4.9 In exceptional circumstances, international students may have their Confirmation of Enrolment (CoE) amended in accordance with this policy, the Completion Within Expected Duration Policy, and the Deferral, Suspension and Cancellation of Enrolment Policy.
- 4.10 Some external services students contact for advice and support

i. Aboriginal and Torres Strait Islander

Victorian Aboriginal Education Association

Phone: (03) 9481 0800

Email: vaeai@vaeai.org.au

Website: vaeai.org.au

ii. Deaf or Hearing Impaired

Expression Australia
Phone: (03) 9473 1111
Email: info@expression.com.au
Website: www.expression.com.au

iii. Blind or Vision Impaired

Vision Australia
Phone: 1300 84 74 66
Email: info@visionaustralia.org
Website: www.visionaustralia.org

iv. Acquired Brain Disorder

BrainLink
Phone: 1800 677 579
Email: admin@brainlink.org.au
Website: www.brainlink.org.au

v. Learning Difficulties

Learning Difficulties Australia
Phone: (03) 9890 6138
Email: enquiries@ldaustralia.org
Website: www.ldaustralia.org

vi. IT Skills Support

Be Connected
Phone: 1300 795 897
Website: beconnected.esafety.gov.au

vii. Physical Disability

Scope
Phone: 1300 472 673
Website: www.scopeaust.org.au

viii. Doctor (GP / General Practitioner)

Oakleigh Family Medical Centre
Phone: (03) 9544 7167
Website: www.oakleighmedical.com.au

Address: 63 Atherton Road, Oakleigh VIC 3166, Australia

ix. Dentist

Oakleigh Dentist

Phone: (03) 9569 8877

Website: www.oakleighdentist.com.au

Address: 1550 Dandenong Road, Oakleigh VIC 3166, Australia

x. Counsellors

Northside Relationship Counselling

Phone (0) 491 623 868

Website: www.northsiderelationshipcounselling.com.au

Address: 503 Sydney Road, Brunswick, VIC 3056, Australia

Take A Step – Coaching & Counselling

Phone: 0481 569 607

Atkinson St, Oakleigh VIC 3166

Website: www.takeastepcoaching.com

xi. Overseas Students Ombudsman

Phone: 1300 362 072

Website: www.ombudsman.gov.au

xii. Translating and Interpreting Service

Phone: 131 450

Website: www.tisnational.gov.au

xiii. Lifeline (suicide crisis, panic attack support)

Phone: 13 11 14

Website: www.lifeline.org.au

xiv. Victorian Legal Aid

Phone: 1300 792 387

Website: www.legalaid.vic.gov.au

xv. Fairwork

Phone: 131 394

Website: www.fairwork.gov.au

5 Policy - Academic Learning Support

- 5.1 The Institute allocates dedicated resources to deliver academic learning support to students based on identified learning needs, the recognition of students at risk of not completing their units, or upon request or initiation by students or educators. This support may include, but is not limited to:
- i. learning skills; in-class, online or through one-on-one or group learning skills sessions;
 - ii. additional study assistance;
 - iii. access to learning resources, both digital and in print;
 - iv. academic integrity support; and
 - v. additional library and digital skills support.
- 5.2 Special consideration may be granted across multiple subjects for students whose ability to undertake, prepare for, or complete any part of an assessment task has been adversely impacted by illness or other unforeseen circumstances.
- 5.3 If a student misses a scheduled class/ workshop, the student should:
- i. inform the Institute of the absence in advance if known, and
 - ii. contact the student's trainer and obtain any materials/work from the session missed, and
 - iii. follow-up on work missed as a result of being absent.
- 5.4 Course progress is actively monitored and reviewed. Intervention measures are implemented when a student is identified as at risk of not making satisfactory academic progress or of not completing their course within the designated timeframe.
- 5.5 An intervention is assistance to students at risk of not meeting course requirements during and at the end of a study period. An intervention plan will be negotiated and initiated at a meeting, where required.
- 5.6 The Institute's teaching staff regularly provide feedback and discusses course progress with students on an individual basis.
- 5.7 The Institute's trainers/assessors provide written feedback to students about their performance in summative assessment tasks within two (2) weeks of submission of functions.
- 5.8 Summative assessment outcomes are documented within the Student Management System (SMS). The course coordinator reviews all students' course progress in the SMS

- fortnightly to identify those considered "at risk" of not meeting satisfactory academic progress. This process is conducted throughout both term time and holiday periods.
- 5.9 If a trainer determines that a student meets one or more criteria indicating unsatisfactory course progress, they must inform the course coordinator accordingly.
- 5.10 A course coordinator also monitors each student's course progress by conducting fortnightly reviews of unit attendance and completed assessments recorded in the Student Management System (SMS).
- 5.11 Students who are identified as at risk of not achieving satisfactory course progress are contacted to schedule intervention meetings with the coordinator.
- 5.12 The intervention meeting with the course coordinator is conducted to identify the root causes of a student's unsatisfactory course progress. Once these causes have been determined, the matter is referred to the academic team, who will initiate an appropriate intervention plan.
- 5.13 Responding to a student with minor LLND support requirements: If the underlying causes of unsatisfactory course progress are related to academic challenges or Language, Literacy, Numeracy, and Digital (LLND) skills, the Student Support Officer is to develop a support plan. Before developing a support plan, the Student Support Officer should review the LLND assessment results and use the LLND Interview Guide to interview the student to gather more information about their background and potential support needs. The Student Support Officer should develop and record an LLND Support Plan. This support plan identifies the strategies to be implemented to support the student during their training. The plan will be shared with the student, and a copy will be provided to the relevant trainer. Follow-up progress meetings are to be scheduled with the student to monitor their progress. The student support plan should be securely stored in the Student Management System under the student's record.
- 5.14 Responding to a student with significant LLND support requirements: Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage, a support plan should not be considered. An important component of the LLND assessment process is proactively identifying students who do not have "significant" LLND skills to undertake the planned training. It is the obligation of the Institute minimise the risk of students unknowingly participating in training that is unsuitable for them. To do so could put the student's well-being at

risk. Where the difference between the student's assessed level and the course level is so significant, and there is a risk of the student being disadvantaged, a support plan should not be considered. When determining "significant," if the student's success level is more than two levels below the required course level, it may be disadvantageous for the student to progress into the course. Under these circumstances, the Institute should refer the student to relevant external support services, where they may be able to undertake a professional program to improve their core skills before considering further training and assessment. The Student Support Officer should meet with the student to advise them on the outcomes of the LLND assessment and the recommended pathway to improve their core skills, enabling them to engage in ongoing education and training. The details and outcomes of this meeting are to be recorded within a Student Support Meeting Record and saved to the student's profile within the student management system.

- 5.15 The external support services may include the Dyslexia SPELD Foundation Literacy and Clinical Services (<https://dsf.net.au>) and Reading Writing Hotline (1300655506).
- 5.16 An intervention plan will be developed in consultation with the student, which may involve timetable adjustments and modified delivery or assessment arrangements.
- 5.17 For international students, the intervention plan may necessitate an amendment to their Confirmation of Enrolment (CoE). In such cases, the existing CoE will be cancelled, and the rationale for issuing a new one will be documented in PRISMS.
- 5.18 Students are expected to comply with the agreed-upon intervention arrangements. Failure to do so may result in the Institute discontinuing the support services. International students who do not adhere to the terms may be reported for unsatisfactory course progress.
- 5.19 The intervention plan will remain in place for as long as it is deemed appropriate. Relevant internal and external personnel may be involved in the process as necessary. All meetings, agreements, adjustments, and related communications are recorded and stored in students' files.
- 5.20 Intervention meetings are initiated promptly, within 14 working days of the student being identified as "at risk."
- 5.21 Students who fail to meet the terms of the intervention or continue to demonstrate unsatisfactory progress will be required to attend a meeting with the Institute CEO. A

formal letter will be issued to the student within five (5) working days of the matter being escalated.

- 5.22 During the meeting, the CEO, along with input from relevant staff, will assess the circumstances and determine whether to implement an additional intervention strategy. The student will be informed of the Institute's decision in writing.
- 5.23 If a decision is made not to pursue a further intervention, the student will be notified accordingly and advised of their right to appeal the decision through the Institute's Complaints and Appeals Policy within 20 working days.
- 5.24 If a student identifies that the issues affecting course progress are this student's personal issues and do not require external support:
- i. A revised course schedule, delivery and assessment arrangements are negotiated with the student (where appropriate).
 - ii. The student is required to attend a review meeting with the designated staff member every two weeks. The effectiveness of the intervention strategy is continuously monitored and, where necessary, adjustments are made to ensure it remains appropriate and effective.
 - iii. Assessment guidelines from the relevant unit of competency, along with information from the regulatory authority, are consulted to determine permissible adjustments to assessments.
 - iv. As part of an intervention plan, international students may have their Confirmation of Enrolment (CoE) amended. In such cases, the existing CoE is cancelled, and the reason for issuing a new one is recorded in PRISMS. This process is undertaken only after the student has agreed and is fully informed of the implications of the change.
 - v. Students are expected to comply with the new arrangements. Should they fail to do so, the Institute reserves the right to discontinue the provision of the agreed services. International students who do not adhere to the negotiated agreement may be reported to the appropriate authorities for unsatisfactory course progress.
 - vi. A delegated academic staff member will review the student's progress and commitment to the intervention arrangements fortnightly. The intervention strategy remains in place for as long as it is deemed appropriate. Input from relevant internal and external personnel is sought as needed throughout the process.

- vii. All meetings, agreements, adjustments, and related communications are thoroughly documented and filed in the student's records.
- viii. Intervention meetings are initiated as soon as possible after a student is identified as "at risk," and must occur within 14 working days.
- ix. Students who fail to comply with the intervention agreement or continue to demonstrate unsatisfactory course progress will be invited to a meeting with the Institute's CEO. A formal letter will be sent within five working days of the matter being referred to the CEO.
- x. During the meeting, the reasons and circumstances will be examined. Based on this, and with input from relevant stakeholders, the CEO will determine whether a further intervention strategy should be implemented. The student will be notified of the Institute's decision in writing.
- xi. If it is determined that no additional intervention will be offered, the student will receive written notification and will be advised of their right to appeal the decision by submitting a complaint under the Institute's Complaints and Appeals Policy within 20 working days.

6 Policy - Students with Special Learning Needs

- 6.1 The Institute provides access and equity to students with special learning needs.
- 6.2 The term 'students with special learning needs' refers broadly to students who have disabilities, learning difficulties, or additional needs that affect their ability to learn effectively.
- 6.3 The Institute assesses students' special learning needs during enrolment.
- 6.4 The Institute evaluates the information provided during the enrolment process to identify individual special learning needs and determine whether the selected course meets those needs.
- 6.5 If students with special learning needs are identified during the enrolment process, the Institute assesses its internal capacity to support these needs and, where appropriate, implements suitable learning support measures. Additional investigation may be undertaken as necessary to ensure proper support is provided.
- 6.6 Where the Institute is unable to provide internal support for specific learner needs identified during enrolment, students may be referred to an external organisation.

- 6.7 In some cases, students may need to access external support services to address their learning needs before reapplying for the course. An external support service may be applied for when significant language, literacy, numeracy, or digital (LLND) challenges are identified during enrolment or when entry requirements are not met due to students' learning needs (e.g., low English proficiency).
- 6.8 Learning support arrangements are negotiated, documented, implemented, and reviewed regularly to evaluate their effectiveness. Where necessary, remedial actions are identified and applied.
- 6.9 Recognising that special needs may extend beyond physical or learning challenges, the Institute's trainers adopt appropriate approaches when supporting students with low literacy, low confidence, or a non-English-speaking background.
- 6.10 The Institute trainers take special needs into account from the initial planning stage and may adjust delivery and assessment methods accordingly. Where allowed by the relevant standards, trainers may accept alternative evidence from candidates with special needs.
- 6.11 All meeting records, support plans, advice provided, and modifications to delivery or assessment materials related to students with special learning needs are securely stored in students' files.
- 6.12 Course delivery methods, resources, equipment, and materials may be modified or newly sourced to accommodate specific learner needs.
- 6.13 The Institute management collaborates with trainers, assessors, and, where necessary, external stakeholders to tailor training and assessment resources and tools to meet individual learning needs.
- 6.14 The Institute actively engages with relevant stakeholders to remain informed of current practices. Feedback and insights are processed through established forums and mechanisms to ensure training delivery remains current, including support for students with specific learning needs.
- 6.15 Documentation such as meeting notes, support arrangements, guidance, and adjusted materials related to learners with special needs is maintained in students' files.
- 6.16 The course coordinator keeps students fully informed of all processes at all stages.

- 6.17 Students are encouraged to approach their trainers or the Institute's non-academic staff at any time during their studies if they have questions, face challenges, develop health concerns that affect their learning, or require additional support.

7 Policy - Reasonable Adjustment

- 7.1 Students with special learning needs may seek Reasonable Adjustment/s to meet the requirements of their course.
- 7.2 A reasonable adjustment is any measure or action implemented to support a learner with a disability or long-term medical condition, enabling them to participate in their education on an equal basis with peers without a disability.
- 7.3 Examples of reasonable adjustments may include any of the following:
- i. in-classroom support, such as notetaking or participative assistance;
 - ii. Auslan translation;
 - iii. the provision of course material in different formats;
 - iv. use of adaptive technology;
 - v. additional time or alternate assessment tasks; and/or
 - vi. other reasonable support that may be accommodated.
- 7.4 All reasonable adjustments will be determined in consultation with the student. Once approved, they will be subject to regular review and, if necessary, modified to ensure they remain effective in supporting the student's learning and academic progress.
- i. ability to achieve learning outcomes;
 - ii. ability to participate in their course;
 - iii. independence;
 - iv. the effect of the adjustment on anyone else affected, including Melbourne Polytechnic staff and other students; and
 - v. the costs and benefits of adjusting.
- 7.5 Students who do not require ongoing reasonable adjustments or who need only temporary support may request special consideration by discussing their specific circumstances with their teaching staff member.

8 Policy - Pathway Advice and Support

- 8.1 Students who do not meet the English language proficiency requirements for entry into the Institute's courses will be guided in attaining the required level. The guidance

includes detailed information on English-language entry requirements and the estimated time required to meet them. (Please note that the actual study duration may vary depending on the individual's aptitude and level of commitment.)

- 8.2 Students receive guidance on potential study pathways after course completion, along with information on possible employment opportunities. However, the Institute does not guarantee employment or further study outcomes upon completion of a course, unless formal articulation agreements exist between the Institute and another Australian education provider.
- 8.3 If a student seeks advice on education or employment pathways for courses not within the Institute's scope of registration, the Administration Manager will coordinate with an appropriate education provider and assist the student in accessing the necessary information.

9 Policy - Unsatisfactory Course Progress

- 9.1 The Institute will report a student for unsatisfactory course progress only when the student has failed to achieve satisfactory academic progress in two (2) consecutive compulsory study periods and has not lodged a successful appeal against this determination.
- 9.2 If a student is identified as not making satisfactory progress in a second, but non-consecutive, study period, they will not be reported for unsatisfactory course progress.
- 9.3 Course progress is monitored over two (2) consecutive compulsory study periods. International students who have failed 50% or more of the units in their course during both periods are identified for further action.
- 9.4 Students identified under this criterion will be notified in writing of the Institute's intention to report them to the relevant authorities for unsatisfactory academic progress. Notification letters are issued within five (5) working days of identification. They will include details of the student's right to appeal the decision under the Institute's [Complaints and Appeals Policy](#) within 20 working days of receiving the notification.
- 9.5 The Institute reports students to the relevant authorities if:
- No appeal is lodged within 20 working days of the intention-to-report letter being sent.

- ii. The appeal is not upheld after the conclusion of the internal and external appeals process.
- 9.6 If the student withdraws from the appeals process, the Institute will proceed with reporting the matter within five (5) working days of the process or associated timeframes concluding.
- 9.7 The report is submitted through PRISMS, and the student is issued a notification letter advising them to contact the relevant authorities within 10 days of receiving the correspondence. A copy of all related communication is retained in the student's file.
- 9.8 When a student is reported for unsatisfactory course progress, the Department of Home Affairs will assess all available information before deciding whether to cancel the visa.

10 Policy - Recreational activities

- 10.1 The Institute periodically organises recreational activities for students. Updated information about these activities is shared with students through social media platforms or communicated by trainers during class.
- 10.2 The sports and recreational activities may include:
 - i. The sports and recreational activities may include:
 - ii. Sports events - Tennis, Cricket, AFL, Melbourne Cup
 - iii. Festivals - Local Street music, Arts, and Food festivals
 - iv. Trips to local attractions, e.g., Victoria Market, Federation Square, Museums, Galleries
 - v. Tour of Melbourne CBD and surrounds
 - vi. Arranging sports activities - Swimming, Tennis, Badminton, Cricket
 - vii. Cultural food nights in the Institute
 - viii. Excursions
- 10.3 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.
- 10.4 Attendance at most events is free, except for those that charge an entrance fee. e.g. attending sporting events.

11. Policy - Support Exception

11.1. While the Institute offers a broad range of dedicated student support services, particular specific needs—such as financial or legal assistance—cannot be accommodated internally. However, the Institute will make every effort to refer students to appropriate external community service providers where applicable.

12. Student Support Officer and Other Staff

12.1 A designated Student Support Officer is to be the official point of contact for our students. The Student Support Officer must have access to up-to-date details of the Institute's support services. The Student Support Officer may hold a secondary appointment and provide support services as needed. The Student Support Officer will play an essential role in overseeing the assessment of students' language, literacy, numeracy, and digital proficiency, and in establishing student support plans. The Student Support Officer is recommended to hold the competency TAELN421: Integrate core skills support into training and assessment, or a unit directly related to this unit, which may be superseded. The duties of the Student Support Officer are specified within the Student Support Officer duty statement.

12.2 Additional Student Support Officer positions can be appointed as demand for support service coordination grows. The capacity of current arrangements and the need for extra capacity will be monitored through the regular management meeting.

12.3 The Student Handbook states that students may contact the Student Support Officer only Monday to Friday, during working hours.

12.4 Adequate student support requires ongoing professional development and collaboration among those involved. Staying current with educational research, learning technologies, and support strategies ensures the Student Support Officer can provide the best possible assistance to students.

12.5 Student Support Officers are to proactively plan and engage in regular professional development opportunities to enhance their skills. This professional development should focus on practical applications of support strategies. The Student Support Officer is also responsible for maintaining professional networks with others working in the student support field. These connections provide opportunities to share experiences, discuss challenging cases, and learn about new support techniques.

12.6 The Student Support Officer is also encouraged to share successful interventions and challenges they are dealing with at the regular management meeting to ensure that the

management team have a shared understanding and can offer support and collaborate on continually improving student support. These team meetings allow for case reviews and strategy discussions, helping ensure consistent support across the Institute.

- 12.7 All staff are required to undertake professional development training in diversity, inclusion and well-being each year.
- 12.8 The Institute encourages all staff to communicate openly with students about their well-being, foster a supportive and respectful learning environment, and promote positive student-teacher relationships that enhance students' mental and emotional well-being.
- 12.9 The Institute encourages all staff to observe students and be attentive to signs of well-being challenges as they progress through their course (e.g. changes in behaviour, attendance issues, or signs of stress or distress). Where staff have concerns, they should follow the process outlined below in this policy.
- 12.10 Supporting a student's well-being is best achieved through human interaction, and this is best supported by encouraging our team to consistently apply strategies when interacting with students. It is the responsibility of all staff to apply these strategies when interacting with students.
 - i. Safe and Inclusive Environment: Ensure a discrimination-free, supportive learning environment.
 - ii. Holistic Support: Recognise and integrate support for mental, physical, social, and emotional well-being.
 - iii. Empowerment and Resilience: Help students build self-confidence, resilience, and coping mechanisms.
 - iv. Access to Support Services: Ensure students can access appropriate internal and external support.
 - v. Respect for Privacy and Confidentiality: Ensure student well-being concerns are managed with discretion and respect.

13 Procedure

Identifying Student Support Needs	
Support	Responsibility

Receive an enquiry from the prospective student The Institute may receive an enquiry via email, social media messaging, phone call, website, or if the student physically walks into the premises, or is referred by an education agent.	Admin Manager or delegate
Identify training needs Contact the prospective student, preferably by phone, to discuss their interest in the relevant course and to determine whether their training needs align with the Institute's services. If the Institute cannot support the person's training needs, advise the person that we are not able to provide the training and advise them of some known alternatives or how they can find a course that better suits their needs using the government service Your Career https://www.yourcareer.gov.au	Admin Manager or delegate
Review the information provided on the enrolment form Once the prospective student has reviewed the pre-enrolment information and wants to proceed with an enrolment application or course registration, they will submit the relevant form in hard copy or via email. The Admin Manager or delegate will review the enrolment application in accordance with the enrolment procedure checklist and update the checklist accordingly. It'll be processed in accordance with the Pre-enrolment Policy. Confirm if the student has identified any support requirements, well-being, or disability needs.	Admin Manager or delegate
Administer language, literacy, numeracy and digital proficiency assessment (LLND) In this situation, the Admin Manager or the Student Support Office will initiate the process in accordance with 5.13 and 5.14 of this policy.	Admin Manager or Student Support Officer
Undertake an enrolment interview The Admin Manager or delegate is to contact the student to organise and conduct the enrolment interview with all students entering a course. This interview may be conducted in person at the office, via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded	Admin Manager or delegate

using the Student Enrolment Interview Form. The topics to be discussed with the student may vary according to the student and the course. The following are the general points to be discussed to ensure the student is fully informed and ready to commence training: Determine the applicant's career/work objectives. Why are they seeking this course? Assess the person's individual needs and circumstances, and present /discuss support options available to the person, both within the Institute and through specialist service providers. Inform the person about opportunities to have their prior learning (RPL) or current competence (Credit Transfer) recognised. Confirm the mandatory work placement requirements (if applicable) that apply to the course. Confirm the arrangements for this: orientation, supervision, required hours, and duties. Confirm the person has received all required pre-enrolment information, talk through the person's rights and obligations, confirm fee payment arrangements, and outline the services to be provided. Explain the training and assessment services involved in the relevant training program. Highlight the delivery model and assessment methods that will be used throughout the training program. Explain the requirements applicable to the USI. Confirm the next step to complete the enrolment process and commence their training program. The enrolment interview is a key step in the enrolment process, enabling direct engagement with the prospective student and identifying support requirements.	
Determine the need for student support before commencing the course Consider an individual student's needs in the enrolment application, including their language, literacy, numeracy, and digital proficiency, to	Admin Manager or Student Support Officer

identify the need for support. If support is deemed suitable, the Admin Manager or delegate should make a note and email the student's details to the Student Support Officer. If the student requires specialist support, contact them and suggest options. The Student Support Officer will communicate directly with the student and the relevant Trainer regarding support strategies.	
Referral to Student Support Officer Once the need for student support has been identified, the student's details and support requirements are to be communicated to the student support officer. A referral may be communicated via email. Team members handling this communication should exercise discretion and sensitivity, communicate only what is necessary, and always handle it in confidence. Student support needs must be treated and managed confidentially.	Admin Manager or Student Support Officer
Consider any Opportunities for Improvement to this process Consider any opportunities for improvement that may have emerged during the process and record them in a Continuous Improvement Report for consideration at a future management meeting.	Admin Manager or Student Support Officer
Planning and implementing Student Support	
Support	Responsibility
Referral for student support received The Student Support Officer receives communications identifying a student and the potential student support required. The Student Support Officer will review this information, together with the student's enrolment record, which includes the completed enrolment form, interview record, and LLND assessment, to consider all available information on the student's circumstances. The Student Support Officer is to organise a meeting with the student to plan student support. This meeting is best conducted in person, but may be conducted using Zoom or Teams if an in-person meeting is not possible. Student support needs must be treated and managed confidentially.	Student Support Officer

Meet with the student to plan support The Student Support Officer is to meet with the student to discuss their support needs. The Student Support Officer is to brief the student on the type of support that can be provided internally and support options that can be accessed through referral. The Student Support Officer is to explain to the student that, where specialist support services are recommended by the Institute (such as Counselling Support), students are advised that these services may incur an additional cost from the service provider, separate from the services provided by the Institute. Students should verify the cost of these services with the provider before proceeding with these specialist support services. Students are also welcome and encouraged to use a service provider of their choosing. Services recommended by the Institute are provided only for the student's convenience, and the recommendations by no means imply any warranty for these services. The student should be encouraged to make their own enquiries and satisfy themselves that the service is suitable for their needs. The Student Support Officer is to record the details of the meeting, together with any agreed outcomes, using the Student Support Meeting Record form. These completed records must be saved to the student's record within the student management system.	Student Support Officer
Develop a Student Support Plan The Student Support Officer is to develop and document a Student Support Plan, considering all outcomes and considerations from reviewing the student records and from meeting with the student to discuss support options. These are to be clearly documented in the Student Support Plan form. This plan is to be presented to the student for confirmation, and the student is to be provided a copy. If any adjustment is required at this point, it must be made before it is finalised. The finalised Student	Student Support Officer

Support Plan should be saved to the student record within the student management system.	
Implement Student Support Plan. Once the Student Support Plan is complete, it is to be shared with the student and a copy provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they are well-equipped to implement these with the student.	Student Support Officer, Training Manager and Trainers
Monitor and review Regularly monitor the student's progress and adjust the Student Support Plan as needed to ensure that the student is making progress toward their goals. Follow-up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student's progress. If the support plan is updated with progress notes, those progress notes should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined to be no longer required.	Student Support Officer
Consider any Opportunities for Improvement to this process Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting.	Student Support Officer, Training Manager, Trainer

VERSION HISTORY

Version Number	Date	Summary of changes
1.0	July 2024	New policy
2.0	July 2025	Revised and updated to include the changes according to the Standards for Registered Training Organisations (2025).
3.0	December 2025	Revised and updated to include the changes according to the ESOS 2000 Act.