

Student Support and Wellbeing Policy and Procedure

1. Purpose

Immaculate Education and Training is committed to providing a supportive, inclusive and student-centred learning environment that enables all students to successfully participate in training and achieve their learning outcomes. This policy outlines the framework through which the organisation identifies student support needs, implements appropriate support strategies, and monitors student wellbeing throughout their training journey. The policy also ensures that students are provided with reasonable access to trainers, assessors and support staff, and that wellbeing needs are identified and addressed in a timely and professional manner.

This policy promotes a learning environment that supports mental, physical and emotional wellbeing, fosters respectful relationships, and ensures that students from diverse backgrounds are able to access support services where required.

Immaculate Education and Training will ensure that students are provided with reasonable access to training support services, trainers and assessors, and that student wellbeing needs are identified and addressed in a timely manner. Where support needs are identified, appropriate support strategies will be implemented and monitored to support student progression and completion.

2. Policy Statement

Immaculate Education and Training recognises that students may require varying levels of academic, personal, cultural, financial or wellbeing support during their studies. The organisation adopts a proactive approach to identifying and responding to these needs to ensure students are not disadvantaged and are able to participate in training on an equitable basis. Student support is provided through structured processes including pre-enrolment assessment, enrolment interviews, ongoing trainer observations, and student-initiated requests for assistance.

The organisation ensures that students are informed about available support services, how to access them, and the staff members responsible for providing assistance. Support

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services may be delivered internally by trainers, Student Support Officers and administrative staff, or externally through referral to specialist services where appropriate.

Student wellbeing is recognised as a holistic concept encompassing mental, physical, emotional and social factors that may influence learning. Immaculate Education and Training therefore adopts an inclusive and compassionate approach to supporting students and addressing challenges that may impact participation, engagement or course progression

3. Legislative and Regulatory Framework

Immaculate Education and Training delivers student support services in accordance with the Standards for RTOs 2025, particularly Standard 2.3 and Standard 2.6, which require that VET students are provided with reasonable access to training support services, trainers, assessors and other staff to support their progression, and that the wellbeing needs of the student cohort are identified and addressed. The organisation also operates in accordance with the Disability Discrimination Act 1992, Disability Standards for Education 2005, Privacy Act 1988, and relevant Work Health and Safety legislation relating to psychosocial hazards and student wellbeing.

The organisation ensures that students are supported to disclose their individual needs voluntarily and that reasonable adjustments are considered and implemented where appropriate. Where an adjustment cannot be reasonably implemented, the student will be informed of the reasons and alternative support options will be discussed.

4. Student Support and Wellbeing Commitment

Immaculate Education and Training is committed to identifying and responding to the academic, personal and wellbeing needs of students to ensure equitable access to training and assessment. The organisation recognises that student support requirements may arise from language and literacy needs, disability, health conditions, cultural background, financial hardship, personal circumstances or learning difficulties.

Support services are designed to ensure students can participate in training, access learning resources, engage with trainers and complete assessment requirements. Where required,

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individualised support strategies are implemented to promote student engagement and successful course completion.

Identification of Support Needs

Student support needs may be identified at various stages including pre-enrolment, enrolment interview, LLND assessment, trainer observation, or student self-disclosure. Staff members are responsible for identifying indicators that a student may require additional support, including poor engagement, attendance issues, learning difficulties or personal challenges affecting participation.

Where support needs are identified, the student is referred to the Student Support Officer who consults with the student to determine appropriate support strategies. The organisation ensures that students are informed about available support services and how to access them.

Student Support Across the Student Lifecycle

Immaculate Education and Training provides student support services across all stages of the student lifecycle, including pre-enrolment, enrolment, training delivery and post-enrolment monitoring. Support begins from the initial enquiry stage, where prospective students are provided with information about course requirements, support services and training expectations. During this stage, staff identify whether the applicant may require additional support to successfully participate in training.

Prior to enrolment, student needs are assessed through review of enrolment documentation, language, literacy, numeracy and digital (LLND) assessments, and enrolment interviews where applicable. These processes allow the organisation to identify any academic, wellbeing, disability or personal support requirements before training commences. Where support needs are identified, the student is referred to the Student Support Officer for further consultation and planning.

At the enrolment stage, individual circumstances are discussed with the student, including learning needs, career goals, possible barriers to participation and available support

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services. The organisation ensures that students are informed of their rights, responsibilities and available support options prior to commencement.

Following enrolment, ongoing support is provided throughout the training period. Trainers monitor student participation, engagement and progress and refer students to the Student Support Officer where additional assistance is required. Students may also request support at any time during their course. Post-enrolment support may include academic assistance, reasonable adjustments, wellbeing support, disability support, or referral to external services.

Monitoring and Post-Enrolment Support

Student support arrangements are monitored throughout the training period to ensure effectiveness. The Student Support Officer conducts follow-up meetings where required and adjusts support strategies based on student progress. Trainers provide feedback regarding student participation and engagement to ensure coordinated support.

5. Reasonable Adjustments

Immaculate Education and Training will implement reasonable adjustments for students with disability, learning needs or other identified barriers to participation. Adjustments are determined in consultation with the student and relevant staff and are designed to support equitable access to training and assessment. Adjustments may include modifications to delivery methods, assessment arrangements, learning materials or additional support sessions.

The organisation ensures that reasonable adjustments do not compromise the integrity of the training product, competency outcomes or assessment requirements. Where an adjustment cannot be reasonably implemented, the reasons will be explained to the student and alternative support options will be considered.

Reasonable adjustments will not compromise the integrity of the training product, assessment requirements or competency outcomes.

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6. Referral to Internal and External Support Services

Where student needs extend beyond the support available internally, Immaculate Education and Training will refer students to appropriate external services. These may include counselling services, mental health support, language support programs, disability support services, financial counselling, community welfare organisations or other specialist providers.

Students are informed that external services may involve additional costs and that they are free to select their preferred provider. Referral information is provided in a confidential and supportive manner, and outcomes are documented.

7. Responsibilities

The Chief Executive Officer is responsible for ensuring that adequate resources are allocated for student support services and that the organisation complies with legislative and regulatory requirements. The Training Manager is responsible for overseeing implementation of support strategies and ensuring that adjustments do not compromise training and assessment integrity.

The Student Support Officer is responsible for coordinating student support, conducting consultations, developing Student Support Plans, arranging referrals and monitoring student wellbeing. Trainers and Assessors are responsible for identifying students requiring support, implementing agreed strategies and reporting concerns. Administration staff are responsible for recording support needs, maintaining confidentiality and referring students to appropriate personnel.

8. Monitoring and Review

Student support arrangements are monitored throughout the course to ensure effectiveness. The Student Support Officer conducts follow-up meetings where required and updates support strategies based on student progress. Trainers provide feedback regarding student participation and engagement to ensure coordinated support.

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9. Confidentiality

All information relating to student support, wellbeing and disability is treated confidentially and managed in accordance with the Privacy Act 1988. Information is only shared with authorised personnel directly involved in providing support, and records are securely stored.

10. Continuous Improvement

Immaculate Education and Training reviews student support services regularly to ensure effectiveness and compliance with Standards for RTOs 2025. Feedback from students, trainers and staff is analysed to identify trends and improvement opportunities. Outcomes are recorded in the Continuous Improvement Register and reviewed during management meetings.

11. Procedure – Student Support and Wellbeing

Immaculate Education and Training implements a structured process to identify, assess, plan, implement and monitor student support requirements across all stages of the student lifecycle. This procedure ensures that students are provided with timely and appropriate support to enable participation and successful completion of training.

Step	Stage	Procedure Description	Responsible Person(s)	Records / Evidence Maintained
1	Identification of Support Needs (Pre-Enrolment)	Student support needs may be identified at the enquiry or pre-enrolment stage. Prospective students are provided with information regarding course requirements, delivery	Administration Staff / Student Support Officer	Enquiry notes, communication records

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Step	Stage	Procedure Description	Responsible Person(s)	Records / Evidence Maintained
		expectations and available support services. Staff identify potential barriers such as language, literacy, disability, work commitments or personal circumstances. Where the course may not be suitable, alternative options are discussed.		
2	Enrolment Assessment	Support needs are assessed through review of enrolment documentation, LLND assessment results and enrolment interview discussions. Students are asked to disclose support requirements and informed of available services. Where needs are identified, referral is initiated.	Administration Staff / Student Support Officer	Enrolment form, LLND assessment, interview record
3	Referral to Student Support Officer	Identified support needs are communicated to the Student Support Officer. The Student Support Officer reviews enrolment documentation,	Administration Staff / Student Support Officer	Referral email/record, student file notes

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Step	Stage	Procedure Description	Responsible Person(s)	Records / Evidence Maintained
		LLND results and trainer feedback and arranges consultation with the student.		
4	Development of Student Support Plan	The Student Support Officer consults with the student to determine appropriate strategies. A Student Support Plan is developed outlining agreed measures, responsibilities, review timeframes and referral arrangements.	Student Support Officer	Student Support Plan, meeting notes
5	Implementation of Support Strategies	Support strategies are implemented following agreement with the student. Trainers and relevant staff are informed. Reasonable adjustments are applied where appropriate. External referrals are arranged where required.	Student Support Officer / Trainer / Training Manager	Support plan records, communication logs
6	Monitoring and Review	Student progress is monitored throughout training. Trainers observe participation and report concerns. Follow-up meetings	Student Support Officer / Trainer	Progress notes, updated support plan

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Step	Stage	Procedure Description	Responsible Person(s)	Records / Evidence Maintained
		are conducted and support plans are updated where required.		
7	Completion or Closure of Support	Where support is no longer required, the Student Support Officer documents the outcome and updates student records. Students may request additional support at any time.	Student Support Officer	Finalised support plan, student file update
8	Continuous Improvement	Student support outcomes are reviewed to identify trends and improvement opportunities. Improvements are recorded and reviewed during management meetings.	CEO	Continuous Improvement Register, meeting minutes

Immaculate Education and Training ensures that students are provided with reasonable access to training support services, trainers and assessors, and that student wellbeing needs are identified and addressed in a timely manner. Support strategies and reasonable adjustments are implemented, documented and monitored to support student progression and completion, and will not compromise the integrity of the training product or assessment requirements.

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12. Timeframes

Immaculate Education and Training applies defined timeframes to ensure that student support needs are identified, implemented and reviewed in a timely and structured manner. These timeframes support early intervention and continuous monitoring of student wellbeing and academic progress.

At the pre-enrolment stage, potential support needs are identified during enquiry handling, course suitability discussions and review of student information. Where possible, support needs are identified prior to enrolment to ensure that appropriate support strategies can be planned before course commencement.

During enrolment, identified support needs are assessed through review of enrolment documentation, LLND assessment results and enrolment interview discussions. Where additional support is required, referral to the Student Support Officer occurs as soon as practicable following enrolment.

Where support needs are confirmed, a Student Support Plan is developed and implemented as soon as practicable after identification and preferably prior to or shortly after course commencement.

Following implementation of support strategies, the effectiveness of support arrangements will be reviewed within fourteen (14) calendar days. Where concerns are identified, earlier review and intervention will occur.

Ongoing monitoring of student progress and engagement continues throughout the duration of the course. Trainers and Student Support Officers observe participation, engagement and academic progress and initiate further intervention where required. Additional reviews are conducted whenever changes in student circumstances are identified.

Immaculate Education and Training ensures that support requirements are addressed promptly and that students are not disadvantaged by delays in the provision of support services.