Overview

Purpose

Ash Pty Ltd (ASH) will ensure that it has sufficient educational and support services to meet the needs of the learner cohort/s undertaking training and assessment. ASH will implement student support mechanisms and monitor the support needs of students over the entire student life cycle. This policy will provide information relating to staff responsibilities in the provision of student support services across the organisation.

Intent

To ensure a systematic process occurs by implementing individual student support measures that meet their specific needs which is consistently applied across the organisation. ASH will ensure that students receive support that is responsive, adequate and appropriate to the individual needs of students.

Staff Responsible

This applies to all RTO Staff including but not limited to:

- Management
- Operations
- Training Administrators
- Trainers and Assessors
- Business Development Managers (BDM)
- Compliance
- National Compliance & Quality Manager (NCQM)
- Student & Support Wellbeing Officer (SSWO)

Compliance Standards:

This policy relates to the National Vocational Education and Training Regulator outcome standards for NVR Registered Training Organisations Instrument 2025, Standards 2.3, 2.4, 2.5, 2.6

Related Policies/Templates/Documents:

- D-001.2 Student Information Guide
- D-406.2 Student Support Handout
- F-305.2 Suitability Discussion Form
- F-932.2 Health Practitioner Report
- P-001.2 Enrolment Policy and Procedure

Definitions

Access and equity principles include increased opportunities for individuals to participate in training, ensuring all learners can access and benefit from their VET program. Specific groups traditionally under-represented in VET include long-term unemployed individuals and those from diverse backgrounds, highlighting the need for inclusive practices. The principles of access and equity aim to create a fair and supportive environment for all learners, ensuring that no one is disadvantaged in their pursuit vocational education and training.

Access generally refers to the ability to enter training. Improving access might involve strategies such as improving physical access to a training venue; ensuring that selection criteria do not discriminate against learners; adapting marketing activities to encourage all learners.

Equity is a term used to cover issues relating to access to VET, participation in VET, and achievement of outcomes in VET. Equity issues cover a wide range of matters. Examples of equity strategies include

providing a supportive learning environment; adjusting assessments to meet individual circumstances; implementing policies on fee payment plans; developing and using inclusive training materials.

The Disability Discrimination Act 1992 (Cth) defines disability, in relation to a person, as:

(a) total or partial loss of the person's bodily or mental functions; or

(b) total or partial loss of a part of the body; or

(c) the presence in the body of organisms causing disease or illness; or

(d) the presence in the body of organisms capable of causing disease or illness; or

(e) the malfunction, malformation or disfigurement of a part of the person's body; or

(f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

(g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

(h) presently exists; or

(i) previously existed but no longer exists; or

(j) may exist in the future (including because of a genetic predisposition to that disability); or

(k) is imputed to a person.

Source: Disability Discrimination Act 1992 - Federal Register of Legislation

Educational and support services may include, but are not limited to:

1. pre-enrolment materials;
2. study support and study skills programs;
3. language, literacy and numeracy (LLN) programs or referrals to these programs;
4. equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;
5. learning resource centres;
6. mediation services or referrals to these services;

7. flexible scheduling and delivery of training and assessment;
8. counselling services or referrals to these services;
9. information and communications technology (ICT) support;
10. learning materials in alternative formats, for example, in large print;
11. learning and assessment programs contextualised to the workplace; and
12. any other services that the RTO considers necessary to support learners to achieve competency.

Reasonable Adjustment for VET, refers to modifications or actions taken by education providers to enable learners with disabilities to access and participate in training and assessment activities. These adjustments aim to reduce the impact of a learner's disability on their ability to learn and demonstrate their knowledge without compromising the integrity of the qualification. RTOs need to develop policies and approaches that assure VET is responsive to all its learner needs irrespective of their age, culture, disability, LLND levels, unemployment or location.

Examples of Reasonable Adjustments

- **Modalities:** Changing the physical learning environment, such as relocating classrooms closer to amenities or providing accessible technology.
- **Assessment:** Allowing additional time for assessments, breaking assessments into smaller parts, or providing alternative formats (e.g., oral instead of written assessments).
- **Support Services:** Providing access to support personnel, such as tutors or interpreters, to assist learners in their training.
- **Assistive Technologies:** Utilizing software or devices designed to assist learners with specific needs, such as screen readers for visually impaired students.
- **Flexible Learning Plans:** Developing individualized learning plans that take into account the specific needs and strengths of each learner, encouraging open communication about their requirements.

By implementing reasonable adjustments, VET providers can create an inclusive learning environment that supports the success of all learners, particularly those facing barriers due to disabilities and being disadvantaged. This not only enhances educational outcomes but also promotes equity and access within the vocational education system. Disadvantaged learners include the following 5 types:

- **Indigenous learners:** Learners who identify as Aboriginal or Torres Strait Islander in Australia are Indigenous students.
- **Learners with a disability:** Learners who have a physical, sensory, intellectual, or learning disability that may impact their participation and success in VET.
- **CALD learners (learners from culturally and linguistically diverse backgrounds):** Learners from non-English speaking backgrounds or those who come from culturally diverse communities.
- **Unemployed learners:** Learners who are currently unemployed and seeking employment opportunities through VET programs.
- **Learners with low levels of prior education attainment:** Learners who have not completed Year 12 (the final year of the Australian curriculum) or have not obtained a certificate III or above on the Australian Qualifications Framework (AQF) may be due to financial disadvantage or other reasons.

Student Support Services

ASH will ensure that it has sufficient educational and support services to meet the needs of the learner cohort/s undertaking training and assessment services whether the services are internal or external to the organisation. ASH will make every effort to identify any barriers that may impact upon a students learning, participation or opportunity to successfully complete a Nationally Recognised Training program. This will be achieved by providing a supportive environment for students that invites disclosure. Where disclosure of a disability or support request has been received, ASH will make reasonable adjustments and implement support strategies to allow student to fully participate in training programs.

Internal Support Services

Students will be offered and able to access any of the following support services at any time throughout their training program:

- **Study Support**
- Students will be provided study support from their trainer and assessor and will be based on the individual needs of students.
- **Travel Support**
- Some students may be eligible for travel support which provides assistance with transport to and from the training venue and sites where practical sessions are conducted.
- **Language, Literacy and Numeracy Support and or digital Literacy Support***

  Students will be provided language, literacy and numeracy LLN and/or digital literacy (LLND)* support based upon the LLN and or LLND assessment outcomes in ACSF areas that are lower than that of the qualification requirements. Strategies will vary depending on the assessment results. *digital if applicable.
- **Academic/Training Support**
- Students will be provided with academic support that meets their individual needs and learning styles which includes contextualising their training course materials, assessment resources and other course related information.
- **Mentoring/Coaching Support**
- Students will be provided with mentoring/coaching support from one of our qualified trainers and assessors
- **IT Support**
- Students will be provided with IT support relevant to the training program by internal RTO staff or one of our qualified trainers and assessors.

External Support Services

Students will be referred to external support services where a request has been received for any of the following support areas:

- Cultural Diversity and Inclusion
- Disability Support*
- Wellbeing Support
- Family Support
- Financial Support
- Professional Counselling

Information about external referral services can be found in the **D-406.2 Student Support Handout.** Further information regarding both internal and external student support services can also be found in the **D-001.2 Student Information Guide** and requests can be submitted using **F-305.2 Suitability Discussion Form**.

Identifying Student Support Needs

Prior to the commencement training, students are informed about the internal and external support services available to them. Where an ASH staff member has identified any student support needs, they will need to be documented using **F-305.2 Suitability Discussion Form**.

As part of the application process, students are required to complete a Language, Literacy and Numeracy (LLN) assessment, or a Language, Literacy, Numeracy and Digital (LLND) assessment, if applicable. This assessment helps determine whether they meet the required Australian Core Skills Framework (ACSF) level for the qualification.*

The LLN/LLND assessment is conducted online, and a report is automatically generated for each student. If a student does not meet the minimum ACSF requirements, appropriate support measures will be put in place. These measures will be tailored to the individual's assessment results and discussed with the student as part of a personalised support plan. Refer to the procedures: **1. Identifying Student Support Procedure and 2. Determining Student Support Measures Procedure**.

Documenting Student Support

All staff are responsible for reporting and recording any conversations they have with student in regards to student support services. The **F-305.2 Suitability Discussion Form** should be used for this purpose, with entries made in the Student Management System (SMS), documenting the details recorded in the **F-305.2 Suitability Discussion Form** and if required the **F-932.2 Health Practitioner Report.**

The Operations Manager and Compliance Team are responsible for monitoring the effectiveness of student support measures implemented by regular systematic monitoring.

At all times the RTO must remain conscious of the student's privacy and confidentiality during all contact between the staff and the student. Refer to the following procedure: **3. Documenting Student Support Procedure**.

Student Progression

The progression of all students will be regularly monitored in terms of attendance, progression and completion of assessment activities, and to determine the effectiveness of any student support measures that have been implemented. The intent of such monitoring is to ensure that training and assessment services and student support provided maximises outcomes for students. Where any progression support issues are identified, these will be addressed with consultation with the Operations Manager (or Authorised Manager) and Compliance.

Refer to the following procedure: **4. Student Progression Procedure**.

Improving Student Support Services

Through the RTO's continuous improvement process, the staff involved in providing the support services are responsible for sourcing feedback from the student who was provided the support services on how this might be improved in future, and feeding these through to the Compliance Team.

Refer to the following procedure: **5. Improving future support services**.

Procedure

1 Identifying Student Support

Action / Task	Responsible	Timeline
1.1 Informing students of support services Students must be informed prior to beginning their studies what support services are available and where they can find further information about these during their studies. **1.1.1** Support services should be advertised via the following communication channels: ▪ RTO website ▪ Student Information Guide ▪ Enrolment interview **1.1.2** The RTO must monitor all communication channels to ensure information is current, consistent and accurate.	BDMs	Ongoing
1.2 LLN/LLND* online assessment **1.2.1** All students must complete the mandatory LLN/LLND online assessment tool to the AQF level as part of the enrolment process. Refer to **P-001.2 Enrolment Policy and Procedure.** **1.2.2** The LLN/LLND online assessment is designed to identify any LLN/LLND issues that the student might have prior to them commencing their studies. The assessments are designed to identify whether the student has the appropriate LLN/LLND skills to undertake their studies without support, and the appropriate level of support required where issues are identified.	BDMs	During enrolment

Action / Task	Responsible	Timeline
1.2.3 Where it is identified there are LLN/LLND issues for the qualification they are about to undertake, a discussion should occur between a staff member and the student to discuss any issues identified, and appropriate support services that might be applicable to help address these issues. Refer to the following procedure: **2 Determining Support Required Procedure**. *LLND if applicable	BDMs Trainer/Assessors	
1.3 Other methods used to identify that support may be required **1.3.1** As well as the LLN/LLND online assessment, students requiring support services may be identified via: ▪ Students self-reporting that they need support ▪ Students self-reporting that they have a disability that may affect their training, must have their Health Practitioner complete an **F-932.2 Health Practitioners Report**. ▪ Feedback from a student that another student requires support ▪ A staff member observing behaviour or actions that may indicate that support is required or through a major change in academic performance. **1.3.2** Where a student self-reports that they need support services, then an initial discussion should be held between the staff member and the student to discuss why they require support, and what support services may be applicable. Refer to the following procedure: **2 Determining Support Required Procedure**. **1.3.3** A student may approach a staff member in confidence to report that they believe another student requires support. If this is the case the staff member should discuss with the student why they believe this is the case. If there is a concern that support may be required, the staff member should approach the student to discuss these. Refer to the following procedure: **2 Determining Support Required Procedure**. **1.3.4** If a staff member observes student behaviour or actions that are indicative that support is required, or there is a marked change in academic performance and attendance, then the staff member should approach the student to discuss their concerns. Refer to the following procedure: **2 Determining Support Required Procedure**.	All RTO Staff whom identify the need	When identified

2 Determining Student Support Measures		
2.1 Approaching the student **2.1.1** When the need to approach the student to discuss concerns they have or support options available, staff must ensure that they approach the student in a considered and confidential manner as the student may be sensitive to the issue that requires support. **2.1.2** The culture and any experiences the staff member have had with the student should provide guidance on whether a formal approach or informal approach would be better suited to approaching the student.	RTO Staff member who identified the need	When identified
2.2 Undertaking a Support Discussion **2.2.1** The point of a support discussion is so that any support needs can be determined, and what appropriate support service would best meet the support needs. **2.2.2** Appropriate support needs is determined by the discussion but some examples are; ▪ Internal support services ▪ One to one coaching; ▪ Group study sessions; ▪ Pre-course self-based study arrangement; ▪ Adjustments to the learning environment; ▪ Additional time; ▪ Guidance to online resources • External support services ▪ Language support ▪ Professional counselling ▪ External tuition or mentoring program ▪ Budgeting Assistance ▪ Referral to a General Practitioner ▪ Interpreters **2.2.3** When a student self-reports a disability that may impact their training, the Student Support & Wellbeing Officer (SSWO) will review the completed **F-932.2 Health Practitioner's Report**. This report includes the practitioner's recommendations on how to best support the student. The Student Support & Wellbeing Officer (SSWO) will assess whether the RTO can implement these recommended supports. Where necessary, the SSWO may request an additional review by the National Compliance & Quality Manager (NCQM). **2.2.4** Where there is an external support need or one that is beyond the knowledge of the staff member, then another staff member may need to become involved, or the need	RTO Staff member who identified the need Student Support & Wellbeing Officer (SSWO) National Compliance & Quality Manager (NCQM).	When identified When identified

to consult with industry may be required to determine the most appropriate support service. **2.2.5** At all times the student should be involved in the process so that they are happy with the support service(s) identified.		
3 Documenting Student Support		
3.1 Recording support discussion **3.1.1** The support discussion between the student and the staff member and any other interested parties should be recorded in detail using the **F-305.2 Suitability Discussion Form**. **3.1.2** The purpose of the **F-305.2 Suitability Discussion Form** is to set out recommendations on how support services should be implemented. **Refer to 2.2.3 for additional information required.** **3.1.3** The staff member must ensure that all fields are completed and that no information has been left out. **3.1.4** The student must sign and date that they agree to the support services to be offered/implemented as documented in the **F-305.2 Suitability Discussion Form** **3.1.5** Where Student Support has been identified, Administration will use the completed **Determination section of the F-305.2 Suitability Discussion Form** to enter the support identified into aXcelerate.	RTO Staff member who identified the need Training Administrator	During the support discussion. Upon receipt of the F-305
3.2 Gaining approval to proceed with support recommendations **3.2.1** After the support discussion has been concluded and documented in the **F-305.2 Suitability Discussion Form:** **3.2.2** For Internal Support Services, require Operations Manager (or Authorised Manager) approval. **3.2.3** For External support services, referrals will be made by the Student Support and Welfare Officer (SSWO). If a student has disclosed a disability, the SSWO is responsible for approving all related support requests. As part of this process, the SSWO will review the completed F-932.2 Health Practitioner Report submitted by the student. Where necessary, the SSWO may also consult with the National Compliance and Quality Manager (NCQM) for further guidance. **3.2.4** If any modification has been made to the support services to be offered, these changes must be discussed with the student and agreed upon.	RTO Staff member who identified the need Operations Manager (or Authorised Manager) Student Support & Wellbeing Officer (SSWO) National Compliance & Quality Manager (NCQM). Training Administrator	Within 24 -48 hours after student discussion concluded. Upon approval

3.2.5 Upon approval, the Training Administrator will upload the completed **F-305.2 Suitability Discussion Form** to aXcelerate and record a '**Student Support'** note type to document approval and initiate the commencement of support to proceed.		
3.3 Maintaining student engagement **3.3.1** RTO staff must provide ongoing communication to the relevant student informing and consulting with them on the process and implementation of required support service(s). **3.3.2** Any communication between the staff member and the student must be recorded as a note in aXcelerate using the **'Student Support'** note type so it provides an ongoing plan of what has occurred in relation to the support services. Student Support notes for each student should be added to aXcelerate at **LEAST MONTHLY.**	All RTO Staff involved in providing support services	Ongoing
4 Student Progression		
4.1 Compliance will monitor the student's progression via: **4.1.1** LLN and or Language Literacy and Numeracy and Digital (LLND) assessment* if required Reports **4.1.2** Student Support Monitoring **4.2 Operations will monitor the student's progression via:** **4.2.1** Student progression rates of completion vs. cancellation/withdrawal **4.2.2** Attendance **4.3** The Compliance Team are responsible for monitoring all data/documentation relating to LLN/LLND report outcomes, LLN support, general student support and student progression. **4.4** Where there are issues identified, the Compliance Team will notify the Operations Manager or Authorised Manager to coordinate follow-up actions.	Compliance Operations or Authorised Manager	Ongoing
5 Improving future support services		
5.1 Improving support services **5.1.1** Any staff involved in offering or assisting with the support services should ensure that they are following up with the student during and upon conclusion of the support services to gather the students feedback on how well these services helped them. **5.1.2** If feedback indicates that they were unhappy with the support services offered, or that improvements could be made, the staff member should document this and send this through to the compliance@ash.edu.au email.	All RTO staff offering the identified support services Compliance	Ongoing

5.1.3	Compliance will review the feedback, and if appropriate contact the staff member(s) who offered the support services for further information if required.		
5.1.4	If possible improvements can be made Compliance will determine what these are and the appropriate steps to implement these.		
5.1.5	The implementation of the improvements is planned and undertaken as appropriate with an update made on the **R-921 Continuous Improvement Register-SRTO 2025.**		

Document Revision History

Version Number	Author	Date Published	Description
2.0	Aleena Velich	04/05/2017	Reviewed and revised policy including responsibilities for when: • Offering student support services; • Identifying support; • Reporting and recording requirements; • Continuous improvement; Developed procedures for: • Identifying support; • Actioning support internally and externally; • Implementing work based training support. Updated Policy and Procedure to new format. This policy now replaces **P-038 Language, Literacy & Numeracy Policy**
2.1	Natalie Robinson	26/05/2017	Added transition letter template and Document Revision History.
2.2	Aleena Velich	24/7/2017	Reviewed and included relevant supporting documents.
2.3	Natalie Robinson	25/07/2017	Renaming to Student Support Policy & Procedure to be in line with naming conventions in other policies & procedures and general VET vocab.
2.4	Sarah Wong	14/09/2017	Formatting
2.5	Sarah Wong	14/09/2017	Formatting
2.6	Natalie Robinson	16/02/2018	Specifying that Entry Assessments are not a Pass or Fail assessment, but a guide to the skill level of the applicant. Also tied in that the F-013 Student Support Form.pdf form must be completed when gaps identified.
3.0	Aaron Hansen	08/05/2019	Major re-write to ensure all current practices are incorporated.
	Rebekah Faleafaga	09/05/2019	Reviewed by Operations and comments implemented.
3.1	Rebekah Faleafaga	31/01/2020	Policy reviewed and updated

3.2	Fiona Dunkerton	28/09/2020	Policy reviewed and updated
3.3	Fiona Dunkerton	25/08/2022	Policy reviewed and updated
3.4	Fiona Dunkerton	23/07/2023	Policy reviewed and updated
3.5	Fiona Dunkerton	28/02/2024	Scheduled review; removed the requirement for F-014 Student Support Progress Report; replaced with requirement to add aXcelerate note using the **Student Support** note type.
4.0	Rebekah Faleafaga	25/09/2025	Rehauled. Updated to include Wellbeing, Cultural Diversity & Inclusion. Added and updated roles and responsibilities to current processes. Revamped process and transitioned to RTO Standards 2025.
4.1	Rebekah Faleafaga	25/09/2025	Renamed Policy to Student Support & Wellbeing Policy & Procedure