

## What you need to know – key take outs

The provision of appropriate student support strategies is essential to ensuring that students are able to develop the skills and knowledge required to complete their course in a manner that meets their individual needs including wellbeing.

**Always read this policy in conjunction with the related procedures identified below.**

<b>Policy principles</b>	ITeC Academy is committed to identifying the individual needs of students (including wellbeing needs) so that appropriate support measures may be implemented and/or recommended to enable students to achieve their course outcomes.
<b>Purpose</b>	<p>The purpose of the Wellbeing and Support Policy is to ensure that the RTO meets the individual needs of the students within its' resourcing and capacity and will endeavour to work with external services where such capacity/capability is not available.</p> <p>This spans the stages of the student experience including;</p> <ul style="list-style-type: none"> <li>identifying a support need (including wellbeing needs) during pre-enrolment and during course facilitation</li> <li>identifying the appropriate support to be provided during pre-enrolment and during course facilitation</li> <li>providing support at the appropriate course stage.</li> </ul> <p>We will engage with the student across pre-enrolment, enrolment and all course stages, and will provide quality information and recommendations to enable the student to make informed decisions about services and support that will best meet their needs.</p>
<b>Risk statement</b>	IRT and ITeC Academy have a low appetite for failing to meet our legislative obligations.
<b>Scope</b>	This policy applies to all RTO operations and covers students, clients, stakeholders, contractors and employees.
<b>Related procedure</b>	<p>See the ITeC Academy Procedure Manual sections;</p> <ul style="list-style-type: none"> <li>Student enrolment - all sections</li> <li>Code of Practice</li> </ul>
<b>Related documents</b>	<ul style="list-style-type: none"> <li>2.22 Anti-Discrimination Policy</li> <li>2.82 Student Behaviour and Disciplinary Policy</li> </ul>

	<ul style="list-style-type: none"> <li>• 1.03.803 Code of Practice and Registration Policy</li> <li>• 1.03.853 Student Welfare and Support Policy</li> <li>• 1.03.812 Language, Literacy Numeracy and Digital Policy</li> <li>• 1.03.806 Enrolment Policy</li> <li>• 1.03.810 Continuous Improvement Policy</li> <li>• 1.03.813 Record Retention and Reporting Policy</li> <li>• Employee Code of Conduct</li> <li>• Enrolment Form</li> <li>• Student Handbook</li> <li>• Procedure Manual</li> </ul>
<b>Compliance requirements</b>	<ul style="list-style-type: none"> <li>• National Vocational Education and Training Regulator Act 2011</li> <li>• Anti-discrimination Act 1977 (NSW)</li> <li>• Anti-discrimination Act 1991 (Qld)</li> <li>• Discrimination Act 1991 (ACT)</li> <li>• Disability Discrimination Act 1992 (Federal)</li> <li>• Standards for RTOs 2025 - <ul style="list-style-type: none"> <li>○ 2.1 VET students have access to clear and accurate information concerning the organisation, the relevant training product, and students are made aware of any changes that may affect them.</li> <li>○ 2.2 VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.</li> <li>○ 2.3 VET students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product.</li> <li>○ 2.4 Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.</li> <li>○ 2.5 The learning environment promotes and supports the diversity of VET students.</li> <li>○ 2.6 The wellbeing needs of the VET student cohort are identified, and strategies are put in place to support these needs.</li> </ul> </li> </ul>

<b>Diversity Statement</b>	IRT and ITeC Academy are committed to respecting, valuing and celebrating diversity in all its forms in our customer, older people and workforce population and catering for diverse needs through respectful, inclusive and equitable practices.
<b>Policy owner</b>	General Manager ITeC Academy
<b>Publish date</b>	August 2025
<b>Content Manager reference number</b>	EDOC2025/0043061

## 1 Regulatory Standards and relevant legislation

This policy has been written to align with the Standards for RTOs and other relevant legislation and regulations. The following table explains the link between this policy and the relevant external requirements.

Standard / legislation	What this means
National Vocational Education and Training Regulator Act 2011	<p>The National Vocational Education and Training Regulator Act 2011 is legislation that establishes the Australian Skills Quality Authority (ASQA) as the national regulator for the vocational education and training (VET) sector.</p> <p>ASQA is tasked with ensuring the quality and consistency of VET services across Australia.</p> <p>ASQA has powers to investigate complaints, conduct audits of providers, impose sanctions for non-compliance, and revoke registrations or accreditations where necessary to protect the integrity and quality of the VET sector.</p>
Standards for RTOs 2025	<p>The Standards for Registered Training Organisations (RTOs) 2025 are a set of regulations developed by the Department of Employment and Workplace Relations and is regulated by the Australian Skills Quality Authority (ASQA) to ensure that RTOs deliver quality training and assessment services.</p> <ul style="list-style-type: none"> <li>• Standards for RTOs 2025 – <ul style="list-style-type: none"> <li>○ 2.1 VET students have access to clear and accurate information concerning the organisation, the relevant training product, and students are made aware of any changes that may affect them.</li> <li>○ 2.2 VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.</li> <li>○ 2.3 VET students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product.</li> <li>○ 2.4 Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.</li> <li>○ 2.5 The learning environment promotes and supports the diversity of VET students.</li> </ul> </li> </ul>

Standard / legislation	What this means
	<ul style="list-style-type: none"> <li>○ 2.6 The wellbeing needs of the VET student cohort are identified, and strategies are put in place to support these needs.</li> </ul>

## 2 Pre enrolment information

ITeC Academy will publish information on its' website about support services available to students to meet their individual needs.

This information will be available in the Student Handbook.

## 3 Needs identification

Initial review of enrolment documentation and LL&N and Digital capability assessment results is undertaken by an RTO Administration Support Team member to identify any declared requirements for additional support. If results for the LL&N and Digital capability assessments demonstrate potential capability gaps and/or the enrolment documentation includes request for additional support, this information is shared with the nominated Trainer/Assessor.

The Trainer/Assessor will then identify if students have needs related to the following:

- Relevant prior training and/or employment;
- Educational background;
- Learning styles;
- Physical or intellectual ability;
- Language, literacy, and numeracy levels;
- Location;
- Cultural or ethnic background;
- Wellbeing needs;
- Socio-economic factors.

Results for those enrolment applicants whose results are below the recommended course standard are also reviewed prior to course commencement and enrolment finalisation by the RTO Manager, Training Manager and Team Leader. Suitability for the course will be considered together with required actions by delegated employees. All actions and decisions will be documented. Students will be provided with clear, accurate, and timely information to help them make informed choices.

### 3.1 Needs Assessment

The RTO Manager/Trainer/Assessor have the following information sources available to assess individual needs:

- Enrolment information;
- Language Literacy & Numeracy and Digital Assessments results (see LLN&D Policy and Procedure)
- Interview/consultation; and
- Other needs assessment/student profile information if applicable.

### 3.2 Types of support

ITeC Academy will identify the type of support needed. Types of support may include, for example:

- Language, Literacy, Numeracy and Digital (LLN&D)
- Recognition of Prior Learning
- Mentoring
- Disability support
- Information Technology (IT) support
- Job search and placement
- Personal counselling
- Career guidance; and
- Study skills programs.

The Trainer/Assessor will consult with the student and recommend available support(s) for the student to consider and agree/decline to engage with.

Where the student has agreed to the support mechanism, the relevant RTO personnel will make the necessary arrangements and confirm these with the student.

Support may be provided;

- In-house by suitably qualified RTO employees
- In the Work Based Training Placement by suitably qualified RTO staff or by suitably qualified work-based training personnel; or
- By an external organisation such as the IRT EAP service provider for whom access is available to ITeC Academy students and the Skills for Education and Employment program and registered provider.

### 3.3 Support plan

The RTO Manager/Trainer/Assessor must develop a support plan for the student including but not limited to:

- Internal support;
- Workplace support; and/or
- External support.

The Trainer/Assessor is to integrate support strategies with relevant learning and assessment strategies.

The Trainer/Assessor must confirm that support for any special needs does not compromise safety in any learning or workplace environment.

Note: The RTO Manager/Trainer/Assessor will confirm that the support to be provided is suitable for:

- The learning and/or assessment program.
- Where and how the learning and assessment takes place (off the job, at work-based training, online or distance delivery);
- Both new and continuing students; and
- The requirements of the qualification, unit of competency, skill set or accredited course.
- Where support is to be provided on a group basis, the Trainer/Assessor will specify in the relevant training and assessment strategies what support is to be provided, when and by whom.

### 3.4 Support service/s implementation & monitoring

The Trainer/Assessor will:

- Liaise with the student, trainers and assessors, and stakeholders to ensure that any intervention is effective for the student and program; and
- Confirm that suitably qualified personnel with appropriate resources carry out all the support that is to be provided.
- All support strategies are to be documented in the student information in the RTO's Student Management System and ongoing progress notes implemented at agreed intervals.
- The Trainer/Assessor will monitor the effectiveness of the planned support and determine if the strategy requires improvement or alternative measures are required.

## 4 Continuous improvement

As part of ITeC Academy's Continuous Improvement Activities including review of student feedback, the experience and results of student support strategies will be reviewed by the RTO Leadership team to determine overall effectiveness of the strategy/s, the requirement for improvement and associated actions. This could include modification to available resources, facilities or equipment or establishing new partnerships with external services.

### In practice example:

An individual enrolling into an ITeC Academy Certificate III in Music completes the enrolment form and declares they have vision impairment. The results are reviewed by the Trainer/Assessor for the course and contacts to student to discuss what supports will meet their needs. It is agreed that recordings of the virtual sessions will support the student, and it is also recommended that the student consistently engages in the assessment support sessions known as, homework tables. The plan is prepared and discussed with the RTO Manager who approves the strategy.

## 5 Roles and Responsibilities

Role	Responsibility
Policy Owner – General Manager ITeC Academy	Ensuring the currency and appropriateness of the policy to meet regulatory and legislative requirements.
Policy Monitor – Compliance Manager	<ul style="list-style-type: none"> <li>Prepare draft policy improvements.</li> <li>Review operational compliance with policy.</li> </ul>
Policy Monitor – RTO Manager	Ensure day to day implementation and compliance with policy.
Implementation – Trainer/Assessors	Implement policy procedure requirements as per ITeC Academy Procedure Manual.
Implementation – Administration Team	Implement policy procedure requirements as per ITeC Academy Procedure Manual.

## 6 Definitions

In this Policy, words have the following meaning:

Term	Definition
<b>RTO</b>	Registered Training Organisation
<b>LLN&amp;D</b>	Language, Literacy, Numeracy and Digital