

## 1. PURPOSE

The purpose of this policy and procedure is to:

- ensure we understand each students' individual needs and how we can best provide services to enable students to successfully participate in the selected course.
- provide students with reasonable access to identified training support services, including trainers, assessors and other staff.
- create a positive and inclusive learning environment that promotes mental and physical health and emotional wellbeing, fosters respectful relationships, and ensures that all individuals have access to support services and resources for students facing challenges, regardless of background, culture, or health conditions.

## 2. DEFINITIONS

**Assistive Technology (AT)** means any hardware, software or system of technical components and processes that enhances the capacity for all students to engage more effectively with the curriculum and their learning environment. This can range from "high tech" technology, such as electronic devices or power wheelchairs, to "low tech" devices such as a pencil grip, supportive seat or a simple switch.<sup>1</sup> Assistive Technology can help students perform tasks that might otherwise be difficult or impossible.

**Student Wellbeing** means the holistic state of a student's mental, physical, emotional, and social health. They can range from acute mental or physical health concerns to stress and anxiety.

## 3. POLICY STATEMENT

### 3.1 Designated student support staff

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 COLLINS INSTITUTE OF TRAINING's support services. The Student Support Officer may be a secondary appointment where the capacity of that position allows for support services to be provided when required. The Student Support Officer will play an important role in overseeing the assessment of student language, literacy, numeracy and digital proficiency and establishing student support plans (ref to *language, literacy, numeracy and digital proficiency assessment*). The Student Support Officer is recommended to hold the competency TAELLN421 Integrate core skills support into training and assessment, or a unit that is directly related to this unit and may be superseded. The duties of the

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<sup>1</sup> QLD Government, Department of Education [Assistive technology](#)

Student Support Officer are specified within the Student Support Officer duty statement (ref to *PP3.1- Workforce Planning, Recruitment and Induction*).

The Student Support Officer is:

**Collins Institute Of Training**

**Contact +61 404 433 836**

**E-mail [info@collinsinstituteoftraining.com](mailto:info@collinsinstituteoftraining.com)**

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

Students are informed in the Student Handbook that they may only contact the Student Support Officer Mon – Fri during normal working hours.

### **3.2 Professional Development for Student Support Officers**

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

Student Support Officer is 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 to maintain 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.

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 COLLINS INSTITUTE OF TRAINING.

### **3.3 Types of support**

It is important to acknowledge that the support that students will seek from COLLINS INSTITUTE OF TRAINING will be varied according to their individual circumstances. A common misconception is

that student support centres around the student’s language literacy and numeracy or learning support needs. Whilst these support requirements are important, student support needs can often present from many other aspects of the student circumstances that are much more varied including circumstances relating to administrative, personal, cultural, economic, etc.

In recognition of this diverse requirement, the following support service guide has been developed to assist the Student Support Officer or those responding to student support requirements to provide a response that is informed by our lessons learned and our established knowledge of support service approaches which will best enable students to progress with their training and assessment in a supported and culturally safe environment.

Individual need	Support Service
<p>a. Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided</p>	<p>Students requiring additional support to understand the pre-enrolment information requirements are to be engaged on additional one-on-one sessions to talk the student through the information contained within the student handbook, the applicable course brochure and the schedule of fees and charges. It is preferable if these sessions are conducted face-to-face. The Student Enrollment Interview form is to be used to record this support and filed on the student record (ref to <i>Enrolment Policy &amp; Procedures</i>).</p>
<p>b. Requires assistance with understanding their employment rights and conditions, and how to resolve workplace issues</p>	<p>The Student Support Officer is to meet with the student to understand the particular issue the student is concerned about in their workplace. The meeting is to be recorded using the <i>Student Support Meeting Record</i> and saved to the student record on the student management system. The Student Support Officer is recommended to utilise the resource is available from the Fair Work Ombudsman website which provides a range of resources.</p> <p>The following resources will help a student to answer question they may have, prevent and resolve issues about workplace entitlements and avoid disputes and penalties. These resources focus on helping the student to understand their rights and obligations.</p> <ul style="list-style-type: none"> <li>• <a href="#">Employers</a></li> <li>• <a href="#">Employees</a></li> <li>• <a href="#">Minimum entitlements</a></li> <li>• <a href="#">Award coverage</a></li> <li>• <a href="#">Not covered by an award</a></li> </ul>

Individual need	Support Service
	<ul style="list-style-type: none"> <li>• <a href="#">Minimum pay rates</a></li> <li>• <a href="#">Job ads</a></li> <li>• <a href="#">Pay slips and record-keeping</a></li> <li>• <a href="#">Leave</a></li> <li>• <a href="#">Other entitlements</a></li> <li>• <a href="#">Stay up to date with workplace law changes</a></li> <li>• <a href="#">Contact us</a></li> <li>• <a href="#">Tools and resources</a></li> <li>• <a href="#">Related information</a></li> </ul> <p>The Student Support Office should also be familiar with and refer the student to the Fair Work employee’s guide to resolving workplace issues:</p> <p><a href="https://www.fairwork.gov.au/sites/default/files/migration/712/an-employees-guide-to-resolving-workplace-issues.pdf">https://www.fairwork.gov.au/sites/default/files/migration/712/an-employees-guide-to-resolving-workplace-issues.pdf</a></p> <p>The student should be guided to the websites of the:</p> <ul style="list-style-type: none"> <li>– Fair Work Commission <a href="https://www.fwc.gov.au/">https://www.fwc.gov.au/</a></li> <li>– Fair Work Ombudsman <a href="https://www.fairwork.gov.au/">https://www.fairwork.gov.au/</a></li> </ul> <p>The student should be supported in finding the information from these agencies relevant to their employment issue. The Student Support Officer should keep in mind that they are not qualified to provide legal advice with regard to workplace matters and should focus their support on providing the student access to relevant information and assisting them to understand this information.</p>
<p>c. Responding to a student with minor LLND support requirements</p>	<p>Where it is determined that a student does have identified LLND support requirements, the Student Support Officer is to develop a support plan using the strategies outlined in <i>language, literacy, numeracy and digital proficiency, Section 4 Considerations</i>.</p> <p>Prior to developing a support plan, the Student Support Officer should review the LLND assessment results and sit down with the student for interview to gather more information about the student's background and possible support requirements. This interview is to be conducted using the form - LLND Interview Guide. Once the student support</p>

Individual need	Support Service
	<p>officer has all of the information they need, they are to develop and record a LLND support plan using the form - <i>LLND Support Plan</i>. This support plan is to identify the strategies that are to be implemented to support the student during their training. The plan is to be shared with the student and a copy is to 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 saved on the student’s record within the Student Management System.</p> <p>The implementation of LLND support should be in accordance with <i>language, literacy, numeracy and digital proficiency assessment</i>.</p>
<p>d. Responding to a student with significant LLND support requirements</p>	<p>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 to proactively identify students that do not hold sufficient LLND skills to undertake the planned training. It is the obligation of COLLINS INSTITUTE OF TRAINING minimise the risk of students unknowingly participating in training that is unsuitable for them. To do so could potentially put at risk the student’s wellbeing. 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.</p> <p>When determining “significant” as a general guide, if the student success level is more than two levels below the required course level, it may be a disadvantage to the student to progress into the course. Under these circumstances, COLLINS INSTITUTE OF TRAINING should provide the student information and refer the student to relevant external support services where the student may be able to undertake a professional program to improve their overall core skills prior to considering further training and assessment.</p> <p>The Student Support Officer is to meet with the student to advise them of the outcomes of LLND assessment and the recommended pathway they take in order to improve their core skills to better enable them to engage in ongoing education and training. The details and outcomes of this meeting are to be recorded within a <i>Student Support Meeting Record</i> and saved to the student's profile within the student management system.</p>

Individual need	Support Service
	<p>The following external support services should be considered:</p> <p><b>Dyslexia SPELD Foundation Literacy and Clinical Services</b></p> <p>DSF Literacy and Clinical Services provides family support and a range of services throughout Australia to enable children and adults with specific learning disabilities and difficulties to realise their greatest potential.</p> <p>Further information is available at the <a href="https://dsf.net.au/">https://dsf.net.au/</a></p> <p><b>Reading Writing Hotline</b></p> <p>The Reading Writing Hotline provides a national phone service for adults seeking English language, literacy and numeracy referral information, advice and support. The hotline provides information on:</p> <ul style="list-style-type: none"> <li>• adult reading, writing and numeracy classes held locally across Australia or via correspondence</li> <li>• Commonwealth-funded programs for Centrelink clients</li> <li>• Commonwealth-funded English as a second language programs for migrants</li> <li>• literacy and numeracy in the workplace for employers.</li> </ul> <p>Further information is available at the <a href="#">Reading Writing Hotline</a> website or phone 1300 655 506 or visit the DEWR website at: <a href="https://www.dewr.gov.au/skills-support-individuals/reading-writing-hotline">https://www.dewr.gov.au/skills-support-individuals/reading-writing-hotline</a></p> <p><b>Skills for Education and Employment (SEE) program</b></p> <p>For those students who are Job Seekers: The SEE program is delivered across Australia by 20 Registered Training Organisations. Providers are located across Australia in all capital cities and many regional centres and remote communities. Providers deliver accredited training to help job seekers get a job or go on to further study. SEE caters to various groups including Aboriginal and Torres Strait Islanders, youth, people with disabilities, mature aged people, and job seekers from culturally and linguistically diverse backgrounds. To be eligible the person must be a registered job seeker, over the age of 15 and assessed as suitable for participation by the SEE provider. The SEE program can help</p>

Individual need	Support Service
	<p>participants improve their English speaking, reading, writing, maths and basic computer skills. These skills will help to them to:</p> <ul style="list-style-type: none"> <li>• improve their language, literacy, numeracy and digital skills</li> <li>• improve their confidence and ability to engage in the community</li> <li>• increase their confidence to undertake further study</li> <li>• learn new or improve their vocational skills for further study or employment.</li> </ul> <p>You can call the National Customer Service Line on 1800 805 260 or access further information including locating a local SEE provider at the DEWR website at: <a href="https://www.dewr.gov.au/skills-education-and-employment">https://www.dewr.gov.au/skills-education-and-employment</a></p> <p><b>Accredited Foundation Skills Training</b></p> <p>Refer the student to TAFE to complete Course in Language, Literacy and Numeracy. Courses are usually Part Time Day: 10 hours per week x 18 Weeks. This course is delivered part-time 2 days a week 9.00am - 1.00pm. Eligibility criteria may apply, and subsidised training may be available.</p>
<p>e. Training and learning support</p>	<p>Students who have been identified as not achieving the course outcomes or not progressing in line with the course program are to be identified by Trainers and referred to the Student Support Office for support planning. The Student Support Office is to meet with the student to identify the areas where support can assist them to improve their engagement and progress in training. The details and outcomes of this meeting are to be recorded within a <i>Student Support Meeting Record</i> and saved to the student's profile within the student management system. The student support officer is to identify the support strategies which have been agreed with the student and establish arrangements for future support meetings and progress monitoring.</p> <p>Training support services we can offer include:</p> <p><b>Time management and organisation</b></p> <p>The Student Support Officer is to assess each student's current time management practices during the initial meeting. After identifying</p>

Individual need	Support Service
	<p>these, the Student Support Officer shall introduce appropriate organisational strategies tailored to individual student needs.</p> <p>When addressing time management, the Student Support Officer is required to:</p> <ul style="list-style-type: none"> <li>• Conduct an initial assessment of the student's current scheduling practices</li> <li>• Introduce appropriate planning tools based on the student's technological comfort level</li> <li>• Monitor the student's implementation of suggested strategies through regular check-ins</li> </ul> <p>The Student Support Officer may introduce students to digital planning tools, including Google Calendar and Microsoft To-Do. Where students express preference for physical planning methods, the Student Support Officer may recommend appropriate paper-based systems while explaining the benefits of digital alternatives.</p> <p>In implementing the Pomodoro Technique, the Student Support Officer is to:</p> <ol style="list-style-type: none"> <li>1. Explain the methodology clearly to students</li> <li>2. Demonstrate the technique during the consultation</li> <li>3. Assist students in downloading appropriate timer applications</li> <li>4. Schedule a follow-up to assess the technique's effectiveness</li> </ol> <p>For assignment management, the Student Support Officer must help students create structured schedules and break down large assignments into manageable components and establish appropriate checkpoints for monitoring progress.</p> <p><b>Focus and Concentration Strategies</b></p> <p>The Student Support Officer is responsible for helping students identify and address concentration challenges where this is preventing the student from progressing in their course. Upon receiving reports of focus-related difficulties, the Student Support Officer will meet with the student to identify their study environment and habits.</p> <p>When addressing study environment concerns, the Student Support Officer should:</p>

Individual need	Support Service
	<ul style="list-style-type: none"> <li>• Guide students through an evaluation of their current study space</li> <li>• Provide specific recommendations for environmental improvements</li> <li>• Assist in identifying alternative study locations when necessary</li> <li>• Follow up to assess the effectiveness of environmental changes</li> </ul> <p>The Student Support Officer shall introduce focus-enhancement technologies where appropriate. This includes demonstrating the use of:</p> <ul style="list-style-type: none"> <li>• Website blocking applications</li> <li>• Focus timing tools</li> <li>• Background noise applications</li> <li>• Digital organisation platforms</li> </ul> <p><b>Alternative Learning Methods</b></p> <p>Students who are identified as or report having learning difficulties off to be referred to the Student Support Officer. The Student Support Officer will meet with the student to discuss the student's learning preferences through structured conversation and observation. Following this initial meeting, the Student Support Officer may recommend appropriate study strategies aligned with the identified learning style.</p> <p>For visual students, the Student Support Officer may:</p> <ul style="list-style-type: none"> <li>• Demonstrate mind mapping techniques</li> <li>• Recommend appropriate visualisation tools</li> <li>• Guide students in creating effective visual study materials</li> <li>• Encourage students to utilise video learning content</li> </ul> <p>When supporting auditory students, the Student Support Officer may:</p> <ul style="list-style-type: none"> <li>• Provide instruction on effective lecture recording methods</li> <li>• Recommend suitable text-to-speech applications</li> <li>• Facilitate the formation of study discussion groups</li> <li>• Guide students in creating verbal summary techniques</li> </ul>

Individual need	Support Service
	<p>For tactile (kinaesthetic) students, the Student Support Officer may:</p> <ul style="list-style-type: none"> <li>• Meet with the student's trainer to encourage more hands-on learning activities</li> <li>• Demonstrate movement-based memory techniques</li> <li>• Source interactive study materials</li> </ul> <p><b>Technology and Assistive Tools</b></p> <p>The Student Support Officer is responsible for maintaining current knowledge of educational technology tools. The Student Support Officer shall assess each student's technological proficiency before recommending specific tools or applications.</p> <p>When introducing new technology, the Student Support Officer must:</p> <ul style="list-style-type: none"> <li>• Provide clear, step-by-step instruction on tool usage</li> <li>• Demonstrate practical applications of each tool</li> <li>• Ensure students can access and operate recommended applications</li> <li>• Schedule follow-up sessions to address any technical difficulties</li> </ul> <p>The Student Support Officer shall maintain a database of recommended applications, including:</p> <ul style="list-style-type: none"> <li>• Voice to text applications</li> <li>• Text to voice applications</li> <li>• Language interpretation applications</li> <li>• Project management tools</li> <li>• Note-taking applications</li> <li>• Mnemonic generator applications</li> <li>• Focus enhancement software</li> </ul> <p><b>Study and Memory Techniques</b></p> <p>The Student Support Officer is required to assess and enhance students' study techniques. This process must begin with an evaluation of current study habits and identification of areas for improvement.</p> <p>In developing memory techniques, the Student Support Officer may:</p>

Individual need	Support Service
	<ul style="list-style-type: none"> <li>• Teach effective information chunking methods</li> <li>• Demonstrate mnemonic creation</li> <li>• Guide students in implementing spaced repetition</li> <li>• Monitor the effectiveness of memory strategies</li> </ul> <p>The Student Support Officer must document student progress and adjust strategies as needed. Regular assessment of study skill development is mandatory, with modifications made based on student feedback and observed results.</p> <p><b>Emotional and Motivational Support</b></p> <p>The Student Support Officer is to maintain appropriate professional boundaries while providing emotional support to students. The Student Support Officer must:</p> <ul style="list-style-type: none"> <li>• Recognise signs of emotional distress</li> <li>• Implement appropriate support strategies</li> <li>• Make timely referrals to counseling services when necessary</li> <li>• Document all emotional support interactions</li> </ul> <p>When building student confidence, the Student Support Officer shall:</p> <ul style="list-style-type: none"> <li>• Acknowledge student achievements</li> <li>• Provide constructive feedback</li> <li>• Guide goal-setting processes</li> <li>• Monitor progress toward established objectives</li> </ul> <p><b>Peer and Mentor Support</b></p> <p>The Student Support Officer is responsible for facilitating peer support programs where this is appropriate for the course. This includes:</p> <ul style="list-style-type: none"> <li>• Establishing study group guidelines</li> <li>• Training peer mentors</li> <li>• Monitoring group dynamics</li> <li>• Evaluating program effectiveness</li> </ul>

Individual need	Support Service
	<p>The Student Support Officer must maintain appropriate records of all peer support activities and regularly assess their effectiveness through structured feedback processes.</p>
<p>f. Work hours are restrictive which would prevent the student attending training during Monday to Friday.</p>	<p>Where students schedule or work commitments change after the course has commenced and this is preventing the student from engaging properly in course activities, the Student Support Officer can meet with the student to identify the particular constraints and identify some alternative engagement options that will work with the student’s availability. This option is not likely to be feasible in a short course but may be an option in a long course where there are options for the student to engage in the learning content in different ways and schedule one on one meetings with trainers were available. The Student Support Officer should consider the following alternatives to engage in learning content.</p> <p>Options that the Student Support Officer may investigate include:</p> <ul style="list-style-type: none"> <li>– Watching recorded training or instructional videos at convenient times</li> <li>– Complete self-paced online modules through the learning management system</li> <li>– Participate in discussion forums to engage with peers and content asynchronously</li> <li>– Access digital course readings and materials through online libraries</li> <li>– Submit assignments and assessments within extended timeframes</li> <li>– Use mobile learning apps to study during available moments</li> <li>– Join virtual study groups that meet at flexible times</li> <li>– Follow guided worksheets and practice exercises available online</li> <li>– Schedule one on one support meetings with the trainer</li> </ul>
<p>g. English as second language support</p>	<p>Some students may commence the course with English language skills that are preventing their full participation in the training. Supporting students who are facing challenges with English language skills is crucial for their academic success and full participation in courses. Here are some ways that we can assist these students:</p>

Individual need	Support Service
	<ul style="list-style-type: none"> <li>– English Language Courses: Offer specialised English language courses focusing on both academic and conversational English. These courses are tailored to different proficiency levels so students can join the appropriate class based on their skills. The following site is a good source of information on courses available in Australia:                             <ul style="list-style-type: none"> <li>– <a href="#">English courses   Study Australia</a></li> </ul> </li> <li>– Peer Mentorship: Pairing students with proficient English-speaking peers who can help them practice the language in a more informal and comfortable setting.</li> <li>– Cultural Integration Activities: Organise activities and events that encourage students to engage and communicate in the community, helping them to practice English in real-life situations.</li> <li>– Academic Support: Provide additional academic support for coursework and assessments, including clear guidelines and examples, to help students understand expectations and improve their academic language skills.</li> </ul> <p>There are also a range of resources that a student can be referred to that will assist them develop their English language skills. The following are some examples:</p> <p><a href="https://www.abc.net.au/education/learn-english">https://www.abc.net.au/education/learn-english</a></p> <p><a href="https://www.sbs.com.au/language/english/en/learn-english">https://www.sbs.com.au/language/english/en/learn-english</a></p> <p><a href="https://immi.homeaffairs.gov.au/settling-in-australia/amep/about-the-program">https://immi.homeaffairs.gov.au/settling-in-australia/amep/about-the-program</a></p> <p><a href="https://www.ames.net.au/courses/english-for-living-working-australia">https://www.ames.net.au/courses/english-for-living-working-australia</a></p>
<p>h. Financial difficulties that prevent the full payment of fees in advance.</p>	<p>Where a student may be not meeting their payment obligations or falling behind on payments that are due, these students should be referred to the Student Support Officer who can determine why the student is not making payments and establish a plan for the student to meet their payment obligations.</p> <p>Payment Plan: Suggest the student explore the possibility of setting up a payment plan with the COLLINS INSTITUTE OF TRAINING administration. This would allow them to pay their fees in</p>

Individual need	Support Service
	<p>instalments over the course of the semester or academic year, rather than having to pay the full amount upfront.</p> <p>Budgeting Assistance: Offer to help the student create a budget and identify areas where they can cut expenses or adjust their spending habits. Provide resources on financial literacy and money management, as well as referrals to counselling services if needed.</p>
<p>i. Student requiring welfare support</p>	<p>Addressing the welfare needs of Students is crucial to ensure their overall wellbeing and academic success. When a student presents with a need for welfare support, we recommend the following strategies:</p> <p>Conduct a Needs Assessment: Schedule a one-on-one meeting with the student to understand their specific welfare needs. This could include issues related to housing, food insecurity, mental health, or any other personal or financial challenges they may be facing.</p> <p>Consider Local Resources: Based on the Student's needs, provide them with information and referrals to relevant local resources, such as:</p> <ul style="list-style-type: none"> <li>• Counselling and Psychological Services for mental health support</li> <li>• Student Health Centre for medical care and assistance</li> <li>• Food Pantry or Meal Assistance Programs</li> <li>• Emergency Housing or Temporary Accommodation Options</li> <li>• Financial Aid Office for assistance with tuition, fees, or living expenses</li> </ul> <p>Connect with Community Organisations: Establish partnerships or maintain a directory of local community or family support organisations that offer welfare services, such as food banks, homelessness support, legal aid clinics, or social service agencies. These resources can provide additional support to students in need.</p> <p>Develop a Support Plan: Work with the student to create a personalised support plan that addresses their specific needs. This plan may include regular check-ins, referrals to campus or community resources, and strategies to help them manage their situation while focusing on their academic goals. The support plan should be recorded using the Student Support Plan template.</p>

Individual need	Support Service
	<p>Promote wellness and life skills programs: Identify programs or workshops focused on mental health, financial literacy, stress management, and other life skills to equip students with the tools they need to navigate challenges and maintain their overall wellbeing.</p> <p>By implementing a comprehensive approach that includes identifying student needs, providing referrals to campus and community resources, offering academic accommodations, and leveraging institutional support services, we can create a supportive environment that promotes student welfare and success.</p>
<p>j. Student suffers from a nervous/anxiety disorder.</p>	<p>Where is student is suffering from nervous or anxiety disorder and this is preventing them from fully engaging in training, these students are to be referred to the student support officer, who will schedule a meeting with the student to sit down and discuss their needs and support strategies.</p> <p>Supporting students with anxiety disorders is crucial to ensure they have a positive learning experience. Here are some ways we can assist these students:</p> <ul style="list-style-type: none"> <li>– <b>Counselling and Mental Health Services:</b> Recommend access to counselling and mental health services where students can seek professional help. Ensure that these services are easily accessible, and that confidentiality is maintained.</li> <li>– <b>Flexible Learning Options:</b> Offer flexible learning options such as online classes, extended deadlines, or alternative assessment methods to accommodate students who might struggle with anxiety in traditional classroom settings or under time pressure.</li> <li>– <b>Safe and Inclusive Environment:</b> Foster a safe and inclusive learning environment where all students feel valued and supported. This can be achieved through promoting a safe environment, practicing diversity and inclusion, and giving clear communication that mental health and safety is a priority.</li> <li>– <b>Peer Support Groups:</b> Establish peer support groups where students with anxiety can connect with other students share their experiences and offer mutual support. Where the establishment of a group is not possible, consider a buddy arrangement.</li> </ul>

Individual need	Support Service
	<p>– <b>Use teaching strategies:</b> Use teaching strategies to recognise signs of anxiety and how to respond appropriately. This can help in early identification of students who might be struggling and ensure they receive the necessary support. Responding appropriately may include:</p> <ul style="list-style-type: none"> <li>○ Show empathy and understanding by acknowledge the student’s feelings without judgment. Be patient and provide reassurance that you are there to support them.</li> <li>○ Maintain a calm and supportive demeanour by staying calm and composed, as your demeanour can influence the student’s emotional state. You can also use a gentle tone of voice and positive body language.</li> <li>○ Encourage open communication by creating a safe space for the student to express their feelings and concerns. Encourage them to talk about their anxiety, but do not force them if they are not ready.</li> <li>○ Provide clear and consistent Instructions by ensuring that instructions for assignments and tasks are clear and concise. Break the tasks into smaller, manageable parts and provide guidance on how to approach them.</li> <li>○ Offer flexibility by being flexible with deadlines and provide additional time for assignments if needed. Consider alternative assessment methods if traditional exams exacerbate anxiety.</li> <li>○ Regularly check in with the student to monitor their progress and wellbeing. Provide positive feedback and recognition of their efforts and achievements.</li> </ul> <p>Maintain confidentiality and ensure that any discussions about the student’s anxiety are kept confidential. Share information only with relevant staff members who are directly involved in supporting the student, and only with the student’s consent.</p> <p>The Student Support Officer is to develop and implement a student support plan. The support plan should be recorded using the Student Support Plan template.</p>

Individual need	Support Service
<p>k. Inadequate clothing to participate in training</p>	<p>Students who are attending training in inadequate clothing, particularly where students require certain type of clothing for safety or are suffering from the effects of winter, are to be referred to a local clothing or footwear supplier where these items may be able to be obtained at a lower cost.</p> <p>Student may be able to access suitable clothing and footwear at low cost via:</p> <ul style="list-style-type: none"> <li>– Australian Red Cross Shop – <i>Local Address, Phone</i></li> <li>– Salvation Army Stores – <i>Local Address, Phone</i></li> <li>– St Vincent De Paul Op Shop – <i>Local Address, Phone</i></li> </ul>
<p>l. Student required counselling support and advice about their personal situation</p>	<p>Students identified as needing specialised counselling support that is beyond the capability of COLLINS INSTITUTE OF TRAINING, are to be referred to the Student Support Officer who can meet with the student and identify the student’s needs and refer the student to a service that is closely aligned with the support they require. The Student Support Officer is to maintain a record of these recommendations using the <i>Student Support Meeting Record</i> which is to be filed on the students record within the student management system.</p> <p>The following are some publicly available support services that are able to provide either counselling support directly or may be able to refer the student to face to face counselling options:</p> <p>Student may be referred to:</p> <ul style="list-style-type: none"> <li>– Lifeline 13 11 14</li> <li>– Beyond Blue 1300 22 4636</li> <li>– Salvation Army Family Welfare Centres <a href="https://www.salvationarmy.org.au/locations/type/cw/">https://www.salvationarmy.org.au/locations/type/cw/</a></li> <li>– Mental Health Triage – phone 13 14 65</li> <li>– Anglicare 1300 651 728</li> <li>– Kids helpline 1800 55 1800</li> </ul>

Individual need	Support Service
<p>m. Students with a disability or medical condition</p>	<p>Supporting students with disabilities or medical conditions requires a thoughtful and inclusive approach to ensure they have equal access to education and can fully participate in learning activities. Students identified as needing support in regard to their disability or medical condition, are to be referred to the Student Support Officer who can meet with the student and identify the student’s needs and determine the support that can be provided.</p> <p>The Student Support Officer is to maintain a record of these recommendations using the Student Support Plan which is to be filed on the students record within the student management system. Please refer to <i>Disability</i> for strategies to consider when putting together a student support plan for a person with disability or medical condition.</p>
<p>n. Students who are First Nations people</p>	<p>COLLINS INSTITUTE OF TRAINING is committed to providing a training environment which is culturally safe to people from all cultures or minority groups including First Nations people.</p> <p>Students identified as needing support in regard to their culture, are to be referred to the Student Support Officer who can meet with the student and identify the student’s needs and determine the support that can be provided.</p> <p>The Student Support Officer is to maintain a record of these recommendations using the Student Support Plan which is to be filed on the students record within the student management system. Please refer to <i>Diversity and Inclusion for strategies to support First Nations students</i> for strategies to consider when putting together a student support plan.</p> <p>The following are some resources that provide a foundation of knowledge for developing a culturally safe training environment for First Nations students:</p> <p><a href="#">Perth WA</a> Aboriginal Cultural Standards Framework - Dept of Education WA</p> <p><a href="https://beyou.edu.au/resources/culturally-respectful-engagement-for-learning-communities/organisations-for-engaging-with-aboriginal-and-torres-strait-islander-peoples-and-cultures">https://beyou.edu.au/resources/culturally-respectful-engagement-for-learning-communities/organisations-for-engaging-with-aboriginal-and-torres-strait-islander-peoples-and-cultures</a></p>

Individual need	Support Service
	<p data-bbox="523 300 1441 376"><a href="https://www.health.nsw.gov.au/workforce/aboriginal/Pages/respecting-the-difference.aspx">https://www.health.nsw.gov.au/workforce/aboriginal/Pages/respecting-the-difference.aspx</a></p> <p data-bbox="523 409 1441 486">Fostering an inclusive learning environment for First Nations students is crucial for their academic success and wellbeing.</p>

### 3.4 Wellbeing Support

COLLINS INSTITUTE OF TRAINING is dedicated to ensuring that all students experience an environment that is safe, supportive, and conducive to their overall wellbeing. This policy establishes guidelines to proactively support student wellbeing and provide resources to manage challenges that may impact students’ mental, physical, and emotional health. It is underpinned by compassion and a commitment to act in a timely, professional and an inclusive manner when a student’s needs are identified.

#### Principles of Student Wellbeing

1. **Safe and Inclusive Environment:** We will provide a learning environment that is free from discrimination, bullying, harassment, and prejudice.
2. **Holistic Support:** We recognise that student wellbeing encompasses mental, physical, social, and emotional aspects and integrates support in all these areas.
3. **Empowerment and Resilience:** We aims to equip students with the skills and resources needed to build resilience, self-esteem, and coping mechanisms.
4. **Access to Support Services:** We will ensure that students have access to appropriate internal and external support services when needed.
5. **Respect for Privacy and Confidentiality:** We will ensure that all information related to student wellbeing concerns will be managed with respect for the individual’s privacy and confidentiality.

We do this by creating a positive and supportive classroom environment, ensuring staff are aware of the supports available in this policy and procedure, identifying early signs of wellbeing issues, and providing students with information or referring them to appropriate support services as needed.

### 3.5 Identifying wellbeing risks and needs

All staff are required to undertake professional development training in diversity, inclusion and wellbeing each year. (Refer to: *PP3.3 - Professional Development and Trainer Currency*).

Trainers and student support staff encourage open communication with students about their wellbeing. They are responsible for fostering a supportive and respectful learning environment and promoting positive student-teacher relationships that enhance students' mental and emotional wellbeing. They encourage open communication, ensuring that students feel safe and supported in sharing concerns about their wellbeing, including challenges related to their disability, cultural background, or other personal factors.

Students are provided with information on available support resources and how to seek help if needed in the *Student Handbook*.

Trainers and support staff are to observe students and be attentive to signs of wellbeing challenges as they progress through their course (e.g. changes in behaviour, attendance issues, or signs of stress or distress).

Where they have concerns, they should follow the below process outlined in the Procedure Section (Section 5) of this document.

## 4. CONSIDERATIONS

### 4.1 Strategies to support students' wellbeing

Supporting a student's wellbeing is best conducted through human interaction and this is best achieved by promoting our team to consistently apply strategies when interacting with students. These strategies need to be aligned with our agreed principles explained at section 3.4. Trainers will primarily have the most interaction with students but, it is everyone's responsibility to apply these strategies when interacting with students.

The following strategies are to be applied when interacting with students to support student wellbeing:

#### a. Safe and Inclusive environment

- Goal: Ensure a discrimination-free, supportive learning environment.
- Strategies:

- Set clear expectations: At the start of the course, set clear expectations on respect, inclusivity, and acceptance.
- Model respectful behaviour and non-judgmental interactions.

*Adjust these support strategies to reflect how your organisation will provide support.*  
*(Delete this text box when finished)*

guidelines on  
language, and

- Address issues promptly: If a student reports or exhibits signs of discrimination, bullying, or harassment, address it immediately and escalate if necessary.
- Encourage open dialogue: Foster a culture where students feel comfortable expressing concerns without fear of judgment.
- Use inclusive teaching materials: Ensure course content represents diverse perspectives, backgrounds, and cultures.

## **b. Holistic Support**

- Goal: Recognise and integrate support for mental, physical, social, and emotional wellbeing.
- Strategies:
  - Check-in regularly: Ask students how they are doing, either informally or through quick wellbeing check-ins.
  - Recognise signs of struggle: Be aware of behaviours such as withdrawal, lack of engagement, or signs of stress and fatigue.
  - Offer flexible learning options: Where possible, provide alternative ways for students to engage with learning materials (e.g., online access, recorded sessions, extended deadlines).
  - Encourage peer support: Promote study groups and peer-to-peer learning activities to enhance social connections.
  - Normalise wellbeing discussions: Integrate discussions in the classroom about stress management, time management, and self-care into training sessions.

## **c. Empowerment and Resilience**

- Goal: Help students build self-confidence, resilience, and coping mechanisms.
- Strategies:
  - Use strength-based feedback: Focus on students' strengths and progress rather than just areas of weakness.
  - Encourage problem-solving: Instead of giving answers immediately, guide students to think critically and develop solutions.

- Promote growth mindset: Reinforce that mistakes are part of learning and encourage perseverance.
- Teach simple coping techniques: Share basic stress-relief strategies like deep breathing, mindfulness, or time management.
- Acknowledge achievements: Celebrate student successes, both big and small, to boost self-esteem.

## d. Access to Support Services

- Goal: Ensure students can access appropriate internal and external support.
- Strategies:
  - Know the available resources: Be familiar with internal support services (e.g., Student Support Officer) and external services (e.g., mental health hotlines, community support programs).
  - Provide referral information: If a student raises a concern, discreetly offer information on where they can seek help. If in doubt, respond with sensitivity and refer the student to the Student Support Officer.
  - Encourage self-advocacy: Help students feel comfortable about reaching out for support by discussing the benefits of available services.
  - Facilitate connections: If necessary, assist students in making initial contact with support services.

## e. Respect for Privacy and Confidentiality

- Goal: Ensure student wellbeing concerns are managed with discretion and respect.
- Strategies:
  - Avoid public discussions of personal matters: If a student shares a wellbeing concern, arrange a private conversation rather than discussing it in class.
  - Listen without judgment: If a student confides in you, acknowledge their feelings without offering unsolicited advice or personal opinions.
  - Follow policies: Make sure you are familiar with referral and reporting procedures for wellbeing concerns and adhere to them.

- Clarify confidentiality limits: Let students know that while their concerns will be kept private, there are limits if safety is at risk (e.g., self-harm or harm to others).

## 5. PROCEDURE

Steps	Person/s responsible
<b>5.1 Identifying Student Support Needs</b>	
<p>i. <b>Receive enquiry from the prospective student</b></p> <p>Receive enquiry from prospective student. This may be received via email, social media messaging, phone call, via the website or if the student physically walks into the premises.</p>	Officer Manager or delegate
<p>ii. <b>Follow up the enquiry – Identify training needs</b></p> <p>Contact the perspective student preferably by phone to discuss their interest in the relevant course and to determine if their training needs align with the services that COLLINS INSTITUTE OF TRAINING is offering. If the person training needs cannot be supported by COLLINS INSTITUTE OF TRAINING, 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 <a href="https://www.yourcareer.gov.au/">https://www.yourcareer.gov.au/</a>.</p>	Officer Manager or delegate
<p>iii. <b>Review information provided on enrolment form</b></p> <p>Once the perspective student has reviewed the pre enrolment information and they want to proceed with an enrolment application or course registration, they will submit the relevant form either in hard copy or via the COLLINS INSTITUTE OF TRAINING website. The Officer Manager or delegate will review the enrolment application in accordance with the enrolment procedure checklist and update the checklist accordingly. All evidence received as part of the enrolment application is to be retained on the student's file within the student management system. Confirm if the student has identified any support</p>	Officer Manager or delegate

	requirements, wellbeing or disability needs. Confirm if any LLND support is required by reviewing the initial core skills assessment.	
iv.	<p><b>Administer language, literacy, numeracy and digital proficiency assessment (LLND) – Long Course Only</b></p> <p>Where additional LLND assessment is either indicated or required, organise the time for the student to attend COLLINS INSTITUTE OF TRAINING for LLND assessment to be facilitated. This will occur directly before the student is engaged in the enrolment interview. Please refer to: <i>Language Literacy and Numeracy</i>. Update <i>Enrolment Procedure Checklist</i>.</p> <p><b>Note.</b> LLND assessment may be facilitated online through a third party service provider. In this situation, the Officer Manager or delegate will initiate this process, and the student will receive an email to complete the assessment. COLLINS INSTITUTE OF TRAINING will receive a copy of the assessment results with any support recommendations.</p> <p>Please refer to: <i>Language Literacy and Numeracy</i> for further LLND engagement with the student in regard to LLND support needs. This may include an interview using the form - <i>LLND Interview Guide</i>.</p>	<p>Officer Manager or delegate</p> <p>Student Support Officer</p>
v.	<p><b>Undertake an enrolment interview – Long Course Only or Short Course only when indicated</b></p> <p>The Officer Manager or delegate is to contact the student to organise and conduct the enrolment interview with all students entering a Long Course. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the <i>Student Enrolment Interview Form</i>. 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:</p> <ul style="list-style-type: none"> <li>• Determine the applicant’s career/work objectives. Why are they seeking this course?</li> <li>• Assess the person’s individual needs and circumstances and present /discuss support options available to the person both within COLLINS INSTITUTE OF TRAINING and those available through specialist service providers;</li> </ul>	<p>Officer Manager or delegate</p>

	<ul style="list-style-type: none"> <li>• Inform the person about opportunities for recognition of their prior learning (RPL) or current competence (Credit Transfer);</li> <li>• Confirm the mandatory work placement requirements (if applicable) that apply to the course. Confirm the arrangements to establish this, orientation, supervision, required hours and duties;</li> <li>• Confirm the person received all required pre-enrolment information and talk through the person’s rights and obligations, confirm fee payment arrangements and the services to be provided;</li> <li>• Explain the training and assessment services involved in the relevant training program;</li> <li>• Highlight the delivery model and assessment methods that will be used throughout the training program;</li> <li>• Explain the requirements applicable to the USI; and</li> <li>• Confirm the next step to complete the enrolment process and commence their training program.</li> </ul> <p>The enrolment interview is a key step in the enrolment process to engage directly with the prospective student to identify support requirements.</p>	
vi.	<p><b>Determine the need for student support before commencing the course</b></p> <p>Consider any individual student needs communication in the enrolment application or the student’s language, literacy, numeracy and digital proficiency to identify the need for support. If support is considered suitable, the Officer Manager or delegate is to make a note and refer the students details to the Student Support Officer via email. If the student requires specialist support, contact the student and suggest specialist support options (ref to: <i>Language Literacy and Numeracy</i> and <i>Student Support and Wellbeing</i>). The Student Support Officer will communicate directly with the student and the relevant Trainer regarding support strategies.</p>	<p>Officer Manager or delegate</p> <p>Student Support Officer</p>

vii.	<p><b>Referral to Student Support Officer</b></p> <p>Once the need for student support has been identified, the details of the student and the support requirements are to be communicated to the student support officer. This may be communicated via email. Team members handling this communication should exercise discretion and sensitivity and only communicate information that is necessary and always handle in confidence. Note: Student support needs must be treated and managed confidentially. Refer to: <i>PP4.10 - Privacy Protection Policy</i>.</p>	<p>Officer Manager or delegate</p> <p>Student Support Officer</p>
viii.	<p><b>Consider any Opportunities for Improvement to this process</b></p> <p>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. Refer to: <i>PP4.7 - Continuous Improvement</i> and <i>PP4.3 - Management Meeting</i>.</p>	<p>Officer Manager or delegate</p> <p>Student Support Officer</p>
<p><b>5.2 Planning and implementing Student Support</b></p>		
i.	<p><b>Referral for student support received</b></p> <p>The Student Support Officer receives communication identifying a student and potential student support that is 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 of the information available on the student 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.</p> <p>Note: Student support needs must be treated and managed confidentially. Refer to: <i>PP4.10 - Privacy Protection Policy</i>.</p>	<p>Student Support Officer</p>
ii.	<p><b>Meet with student to plan support</b></p> <p>The Student Support Officer is to meet with the student to discuss the student’s support requirements. The Student Support Officer is to brief the student on the type of support that can be provided internally and</p>	<p>Student Support Officer</p>

	<p>support options that can be access through referral. These support strategies will consider the options identified at section 3.3 of this policy, strategies identified with the <i>language, literacy, numeracy and digital proficiency assessment and strategies outlined in Disability</i>.</p> <p>The Student Support Officer is to explain to the student that where specialist support services are recommended by COLLINS INSTITUTE OF TRAINING(such as Counselling Support for example), students are advised that these services may incur additional cost by the service provider that is separate from the services provided by COLLINS INSTITUTE OF TRAINING. 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 services provider of their choosing. Services recommended by COLLINS INSTITUTE OF TRAININGare recommended only for the student’s convenience and the recommendation by no means imply any warranty of these services. The student should be encouraged to make their own enquiries and satisfy themselves that the service is suitable for their needs.</p> <p>The Student Support Officer is to record the details of the meeting together with any agreed outcomes using the form <i>Student Support Meeting Record</i>. These completed records must be saved to the students record within the student management system.</p>	
<p>iii.</p>	<p><b>Develop a Student Support Plan</b></p> <p>The Student Support Officer is to develop and document a Student Support Plan considering all of the outcomes and considerations from reviewing the student records and meeting with the student to discuss support options. These are to be clearly documented within the form Student Support Plan.</p> <p>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, these adjustments are to be made before it is finalised. The finalised Student Support Plan should be saved to the student record within the student management system.</p>	<p>Student Support Officer</p>
<p>iv.</p>	<p><b>Implement Student Support Plan.</b></p> <p>Once the Student Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager</p>	<p>Student Support Officer</p>

	or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student.	Training Manager Trainer
v.	<p><b>Monitor and review</b></p> <p>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, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined as no longer being required.</p>	Student Support Officer
vi.	<p><b>Consider any Opportunities for Improvement to this process</b></p> <p>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. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.</p>	Student Support Officer Training Manager Trainer

## 6. OTHER DOCUMENTS TO CONSIDER WITH THIS POLICY

### Policies

- 
- Enrolment Policy & Procedures
  - language, literacy, numeracy and digital proficiency assessment Policy & Procedures
  - Disability Policy & Procedures
  - Professional Development and Trainer Currency
  - Management Meeting
  - Continuous Improvement
  - Privacy Protection Policy

## Forms

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- Student Enrolment Interview Form
- LLND Assessment
- Student Support Plan
- Student Support Meeting Record
- Continuous Improvement Report

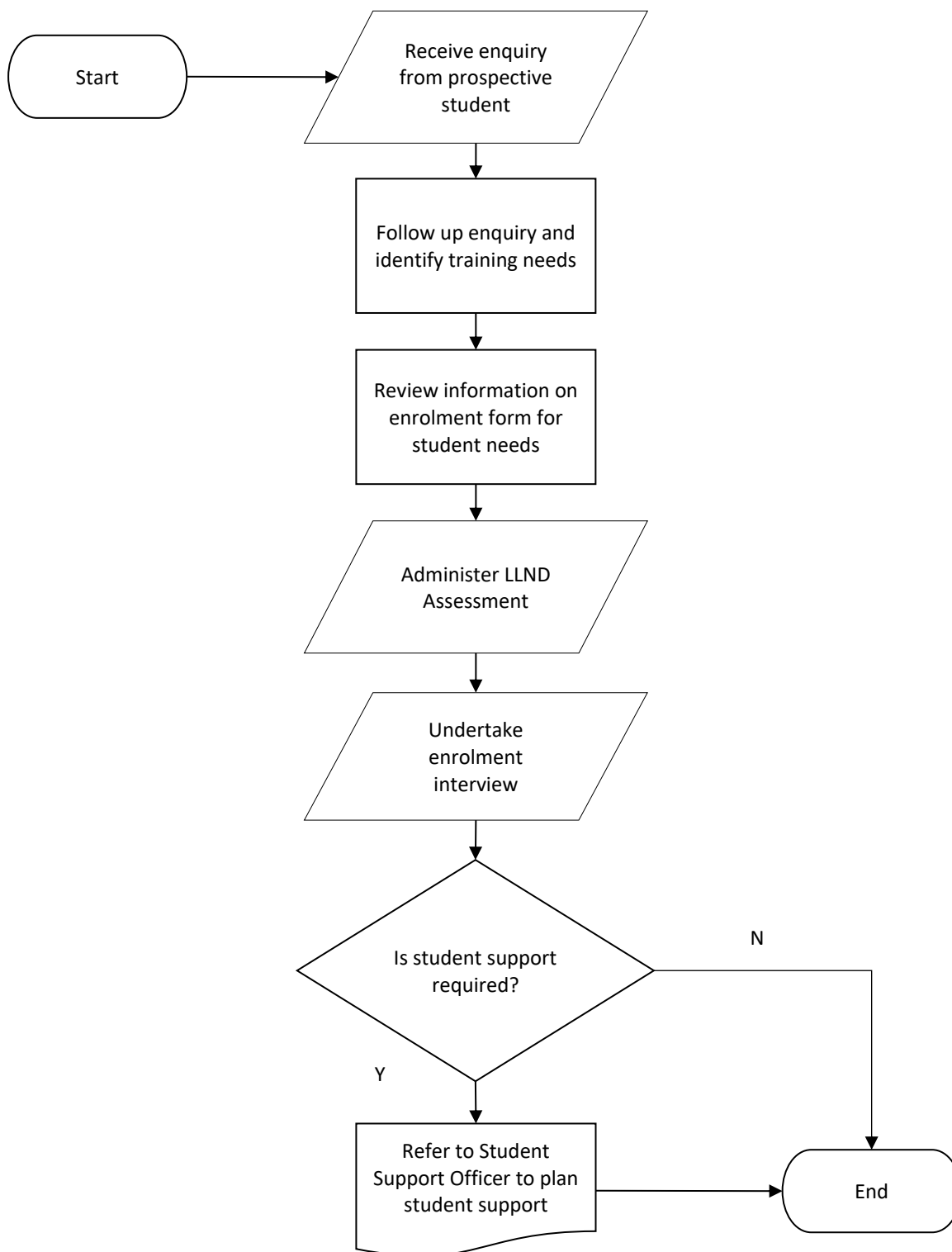
## Handbooks, manuals or other documents

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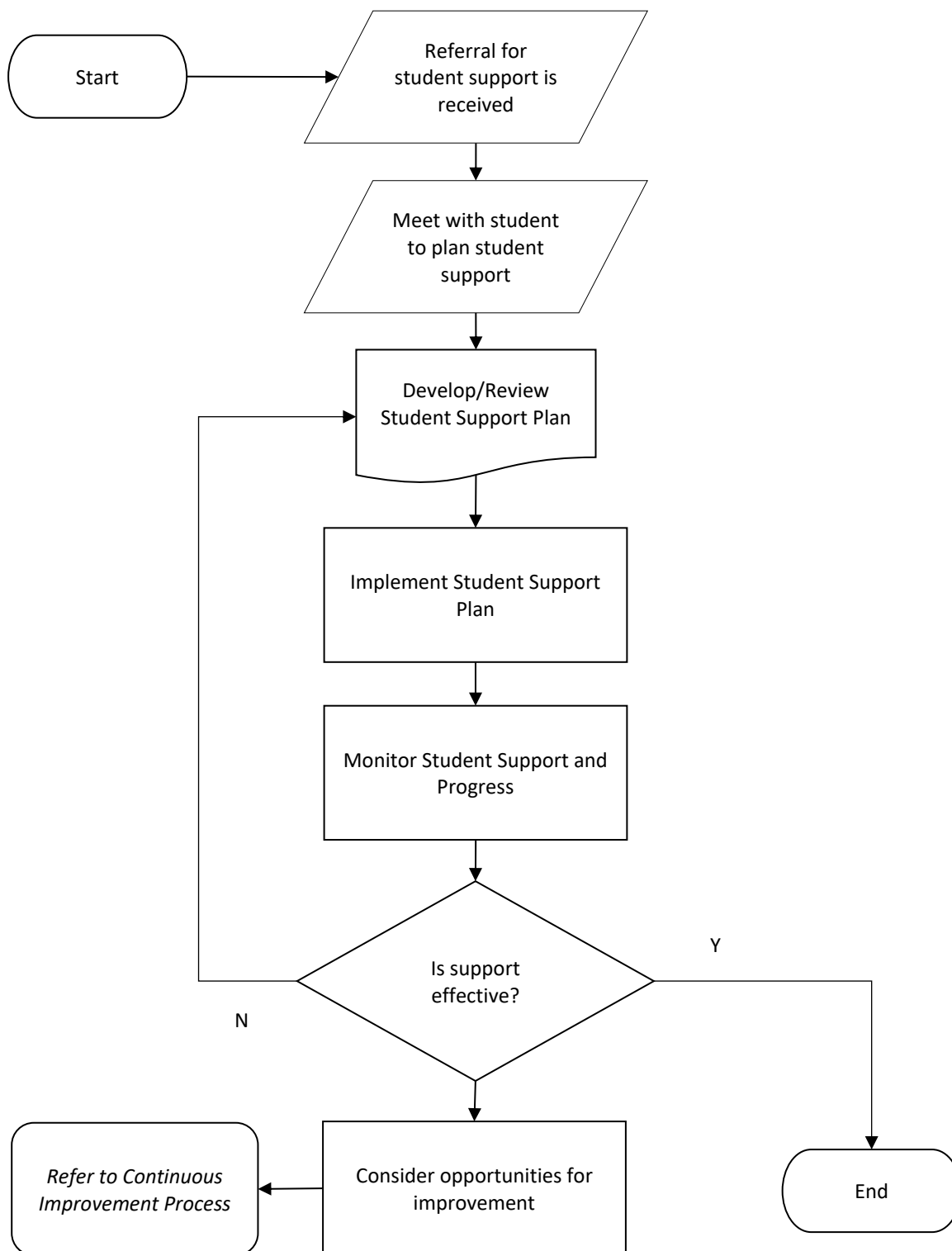
None.

## 7. FLOW CHART

### Identifying Student Support Needs



## Identifying Student Support Needs



## 8. REFERENCE(S)

**Outcome Standards for RTOs, Standard 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. The RTO demonstrates: (a) how it determines the training support services to be provided to each VET student and makes these available, (b) VET students have reasonable access to trainers and assessors and other staff (c) VET students are informed about how and when they can access trainers and assessors and other staff, and (d) VET students receive timely responses to queries.

**Outcome Standards for RTOs, Standard 2.6,** The wellbeing needs of the VET student cohort are identified, and strategies are put in place to support these needs. The RTO demonstrates: (a) it identifies the wellbeing needs of the VET student cohort, as relevant to the training content, and appropriate wellbeing support services, and (b) it advises VET students of the actions they can take, the staff they may contact and the wellbeing support services that are available.

Work Health and Safety (Managing Psychosocial Hazards at Work) Code of Practice 2024 ([Link](#))

9.