

## Policy

ABC Training & Consulting (ABC) is committed to providing high-quality, equitable, and inclusive support services to all VET students to help them participate in and successfully complete their training. ABC recognises that each student's circumstances and needs are unique and strives to:

- identifying student support needs before or during commencement wherever possible;
- providing access to academic, technical, LLND and wellbeing support;
- making reasonable adjustments where required to support students with disability or temporary barriers;
- maintaining the integrity of training and assessment requirements;
- promoting a safe, inclusive and culturally respectful learning environment;
- ensuring students are informed of changes that may affect their training;
- recording support actions and outcomes in the Student Management System; and
- using student support information to inform continuous improvement.

This policy ensures students have access to academic, technical, and wellbeing support after enrolment, in line with the Standards for RTOs (2025, Quality Area 2: VET Student Support).

## Procedure

### Supporting Students in Their Training (Standard 2.3)

1.1. ABC monitors student progress and engagement by:

- Regular check-ins: Trainers or assessors meet individually or in small groups to review progress, clarify learning, and address questions.
- Assessment tracking: Review of completed assessments, practical activities, and online portal engagement to identify emerging support needs.

- Observation and feedback: Trainers provide constructive feedback during practical tasks to ensure competency development and confidence.
- 1.2. Students experiencing difficulty with learning or assessments are offered guidance, additional learning materials, catch-up sessions, or alternative strategies. Initial support is provided by the trainer or assessor.
  - 1.3. If challenges persist, the Student Support Officer (SSO) is involved to:
    - Coordinate additional internal support, such as one-on-one coaching or targeted resources.
    - Facilitate access to external support services as required.
    - For students in South Australia, assist in connecting students to the Skills and Workforce Support (SWS) program for extra guidance or resources.
  - 1.4. All support actions and outcomes are documented in the Student Management System to ensure consistency and continuous improvement.

### **Tailored Learning Support and Reasonable Adjustments (Standards 2.3 & 2.4)**

- 2.1. Students needing assistance with reading, writing, numeracy, or digital literacy are offered personalised support. Support may include one-on-one coaching, supplementary exercises, or referral to external LLN providers.
- 2.2. Assistance is provided for using online enrolment, learning materials, and assessment platforms. Alternative formats (hard copy, audio, screen-reader compatible materials) are available for students with limited technology access or assistive needs.
- 2.3. Adjustments are made for students with disabilities or temporary conditions to ensure participation and equitable access. Examples include:
  - Flexible scheduling or extended time for assessments
  - Provision of learning materials in large print, audio, or simplified formats
  - Verbal assessment or scribing of answers
  - Use of interpreters or support persons during training and assessment
  - Adjustments maintain the integrity of competency requirements.
- 2.4. Students can contact trainers, assessors, or the SSO for assistance. Queries are responded to promptly and appropriate support pathways are provided.

### **Foster an Inclusive and Culturally Safe Learning Environment (Standard 2.5)**

- 3.1. ABC maintains an inclusive and culturally safe learning environment by:
  - Enforcing zero tolerance for harassment, discrimination, bullying, or inappropriate behaviour.

- Promoting awareness and respect for cultural diversity through training practices, communication, and learning resources.
- Encouraging respectful participation and equitable access for all students.

3.2. ABC supports First Nations students by:

- Providing culturally appropriate resources, guidance, and engagement strategies.
- Consulting with students about individual learning preferences and cultural considerations.
- Encouraging feedback from First Nations students to continuously improve cultural safety and support practices.

3.3. Staff contribute to culturally safe and inclusive practices by:

- Trainers and assessors implementing inclusive teaching and assessment approaches.
- The Student Support Officer (SSO) providing guidance on culturally safe practices and escalating concerns where required.
- Management monitoring incidents, feedback, and compliance with equity and inclusion requirements.

### **Wellbeing Support (Standard 2.6)**

4.1. ABC identifies student wellbeing and support needs by:

- Reviewing enrolment information, LLND activities, and student disclosures.
- Monitoring student progress, assessment outcomes, workplace feedback, and trainer observations.
- Responding to complaints, wellbeing concerns, or direct requests for assistance.
- Recognising that student wellbeing is an important factor in successful training outcomes.

4.2. Where support needs are identified, ABC provides appropriate assistance, which may include:

- Academic guidance, LLND assistance, or technical support.
- Flexible arrangements, reasonable adjustments, or additional trainer contact.
- Referral to external services or escalation to the Student Support Officer, State Manager, or Quality Manager where required.
- Documenting support actions, referrals, and follow-up requirements in the Student Management System.

4.3. ABC protects student privacy and confidentiality by:

- Ensuring records are factual, respectful, and limited to information required to support the student and meet compliance obligations.
- Restricting access to personal or sensitive information to authorised staff with a legitimate need to know.
- Only sharing information where required for safety, duty of care, legal, regulatory, or funding purposes.

### Communication of Changes

5.1. ABC informs students promptly about changes that may affect their training, including:

- Course content, units of competency, or assessment requirements.
- Training schedules, delivery arrangements, or locations.
- Fees, support services, or organisational operations.

5.2. Changes are communicated through appropriate channels, including:

- Email communications.
- The student portal.
- In-person discussions or briefings where required.

5.3. ABC ensures students understand:

- The nature of the change.
- Any impact on their training or progression.
- Any actions they may need to take.

### Privacy and Confidentiality

6.1. ABC manages student personal information in accordance with its Privacy Policy by:

- Collecting information only where relevant to training, support, safety, or compliance requirements.
- Storing records securely and maintaining factual documentation.
- Restricting access to authorised staff with a legitimate need to know.

6.2. Student information is only disclosed:

- With student consent where appropriate.
- Where required for safety, duty of care, legal, regulatory, or compliance purposes.

## Continuous Improvement

7.1. ABC supports continuous improvement by:

- Recording student support actions, reasonable adjustments, referrals, escalation decisions, and significant communications in the Student Management System.
- Monitoring student progression data, complaints, wellbeing matters, unresolved issues, and staff feedback.
- Reviewing support practices to identify improvement opportunities and compliance risks.

7.2. Where improvement opportunities or risks are identified:

- Actions are recorded in the Quality Improvement Register.
- Responsibilities and follow-up actions are allocated.
- Outcomes are monitored to ensure effectiveness and ongoing compliance.

Approved by: Nathan Baratta, CEO

Date: 15 August 2025

## Document Control

Version Number	Purpose/Changes	Author	Date
2.0	Revision into new format	Sam Bourne	10/10/2019
3.0	Full Revision in line with new Standards for RTOs	Alescia Nicholas	15/08/2025