

# Student Support Policy and Procedures

**POLICY CODE: QA2.3 AND 2.4**

**Related Outcome Standard: 2.3 and 2.4**

## Purpose

The purpose of this policy is to ensure that TDT provides appropriate academic and training support services to all VET students throughout their training and makes reasonable adjustments to accommodate students with disability. This supports equity, inclusion, course progress intervention, retention, and successful completion of training products.

## Legislative Background

**Outcome 2 – VET Student Support, Division 2 – Training Support, Standard 2.3 and 2.4, National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (Cth).**

## Scope

**This policy applies to:**

- All VET students enrolled or intending to enrol at TDT. The standard study period in this policy refers to the one study term as per the intake schedule.
- All staff involved in training delivery, assessment, support, and administration.
- Any third parties delivering services on behalf of TDT.

## Policy Statement

TDT is committed to providing all VET students equitable access to training support services, academic staff, and learning resources throughout the student lifecycle to ensure timely academic assistance and to maximise participation and achievement. This policy supports RTO compliance with Outcome Standards 2.3 and 2.4 by ensuring equitable training access and reasonable adjustment

In order to foster an inclusive and equitable training environment TDT ensures:

- **All students have access to training support services** tailored to the individual needs of each student, including language, literacy, numeracy and digital literacy (LLND) support, study skills, and wellbeing referrals.
- **All students receive clear and timely communication** about how and when training support can be accessed, including consultation hours, digital platforms, referral options and any other queries raised by students.

- **All students get opportunities to disclose** any disability needs in a safe and confidential manner without any discrimination.
- **Reasonable adjustments implemented** that are purposeful and tailored to the identified disability needs while maintaining the integrity and requirements of the training product.
- Transparency in disclosing where adjustments are not possible due to regulatory or training product constraints as soon as practicable with documented justification.

## Procedures

### Identifying Training Support Needs

Training support needs are identified through a range of methods in accordance with Performance Indicators 2.3(b) and 2.4(a).

Disability disclosure is voluntary, private, and supports a tailored response, consistent with PI 2.4(a).

- Training support needs may be identified by Admissions Officers, Student Support Officers or Trainers and Assessors and Assessors through:
  - Pre-Enrolment Review
  - LLND assessment and support plan
  - Trainer observations during early study periods
  - Student-initiated requests via Academic Support Request Form
  - Academic progress monitoring.
- Where training support needs are identified, the Student Support Officers or Trainers and Assessors and Assessors schedule a Support Needs Meeting between the student and the Academic Manager.
- The Academic Manager discusses the training support needs and appropriate training support plan.
- The agreed upon Training Support is then documented in the Individual Support and Adjustment Plan (ISAP) and the Training Support Log.
- Students are invited (not required) to disclose disability:
  - During enrolment (via application form).
  - Anytime via a Disability Disclosure Form and a confidential discussion with Student Support Officers.
  - All disclosures are treated confidentially and in line with privacy laws.
  - When a disability is disclosed, a Support Needs Meeting is conducted by the Academic Manager with the student consent to identify required adjustments.
  - The Academic Manager documents the support needs and the support to be provided in the Individual Support and Adjustment Plan (ISAP) to be saved in the student file on LMS and the Training Support Log.
  - Input may be requested from medical practitioners, allied health, or previous education providers if appropriate and agreed to by the student.

## Provision of Support Services

TDT ensures:

- VET students are informed of the availability of Trainers and Assessors and other student support teams by:
  - Welcome emails at Course Commencement
  - Ongoing LMS Announcements
- Training support (e.g. additional tutoring, study skills support)
- Academic staff availability through:
  - In-person consultation hours
  - Email
  - Scheduled online appointments
  - LMS forums
- Digital literacy support (e.g. training on navigating the LMS/ digital learning and assessment tools).
- Administrative assistance with digital forms and LMS access.
- Wellbeing support, including referral to external services where specialised counselling or wellbeing support is needed.
- Where Individual Support and Adjustment Plan (ISAP) has been documented, the Academic Manager coordinates the provision of recommended support by the Trainers and Assessors and Assessors.
- The Trainers and Assessors and Assessors are provided with the following information to be able to provide the appropriate academic support to the students:
  - LLND assessment and support plan
  - Individual Support and Adjustment Plan (ISAP) and
  - Training Support Log

## Reasonable Adjustments

- Based on the required support needs, reasonable adjustments may include:
  - Alternative assessment formats (e.g. oral instead of written)
  - Assistive technology or accessible formats
  - Extra time in assessments
  - Modified learning materials
  - Adjusted practical tasks (where competency requirements allow)
- Adjustments are documented in an Individual Support and Adjustment Plan (ISAP) by the Academic Manager.
- If an adjustment is deemed not reasonable (e.g. training package/ licensing constraint, compromises assessment integrity or workplace competency):
  - The rationale is documented.
  - The student is advised in writing of the reason, and alternatives are discussed.

- A grievance process is available for students who wish to appeal.
- The Trainers and Assessors implement the recommended adjustments with reference to:
  - Individual Support and Adjustment Plan (ISAP) and
  - Training Support Log

## Course Progress

Academic progress is monitored by trainers and administration staff to enable appropriate intervention strategies. The Academic Manager is responsible for the overall review of the ongoing progress for students.

Training and administration staff use a variety of indicators or assessments to identify any students who are not making satisfactory progress.

These may include but are not limited to, the review of:

- Class participation and level of engagement
- The student's attendance record
- Formative assessment completions
- Completion of self-study activities
- Late submissions of assessments
- Number of resubmissions
- Requests for extension of classwork or assessments
- Requests for additional help with assessments or classwork
- Feedback from other training staff
- Not Competent for the unit assessments
- English ability
- Results of assessments and unit

Student support staff have the responsibility, in consultation with trainers and the Academic Manager, for identifying individual students who are 'at risk' of not meeting course progress. A final review of student academic performance will occur following the unit results release after each term. Any student who is identified as at risk as an outcome of this process will receive a formal warning, which will be issued by the administrative staff. The Academic Manager (or other designated staff) will meet the student to discuss their progress. During this meeting, the Academic Manager in consultation with the student and trainer will establish a support/intervention program to help the student improve their course progress. Strategies will be determined on a case-by-case basis and will consider the student's current and previous results, attendance records, and any previously implemented

intervention/counselling strategies. The resulting strategy will be communicated to the student in writing via letter/email.

Strategies may include but are not limited to any of the following:

- Extra Classes for the missed/ Not competent units with other groups
- One on one session with the trainer during the term breaks/ after scheduled sessions for the current term to address the gaps identified in previous submissions
- Assistance with academic skills such as writing essays and report writing may include additional time with Learning Support Officer at RTONAME
- Attending a study group with other peers on campus; the trainer may assign groups in this case
- Additional access to the current trainer via email/ phone for any queries
- Additional recommended practical workshops for identified gap areas
- Providing a mentor or study buddy
- If the student requires any additional assistance/ student welfare arrangements for example, if a student is not able to concentrate on their studies because they are homesick, the student will be referred to Student Support Services at TDT who can further assist them to contact external agencies as suitable.

The strategy will be implemented as early as possible. If the student is deemed as making unsatisfactory course progress at the end of term (study period), the intervention strategy will be required to commence within the first two weeks of the following term. Student/trainers may request an interim or early intervention if they are struggling to achieve the required course progress during a term. The academic Manager is responsible for addressing any such concerns/ requests promptly.

## Response and Ongoing Monitoring

Any systemic issues identified during support provision, adjustment implementation, or student complaints are logged in the Continuous Improvement Register for review under QA4.4.

- Support queries from students are responded to promptly i.e. within 2 working days.
- Trainers and Assessors escalate persistent academic or engagement issues to the Academic Manager for intervention planning.
- Trainers and Assessors and assessors are briefed on adjustments, with appropriate sensitivity
- Reasonable Adjustment plans are reviewed periodically or upon student request.

## Responsibilities

**CEO:** Ensures a culture of equity and inclusion and approves policy.

**RTO Manager:** Oversees training support systems and ensures appropriate resourcing for support provision.

**Student Support Officer:** Facilitates disclosure process, coordinates services, and supports students with disabilities.



**Academic Manager:** Monitors student academic progress leads intervention planning and approves complex adjustments.

**Trainers and Assessors/Assessors:** Identify support needs, provide support, and implement reasonable adjustments.

**Compliance Officer:** Monitors adherence to this policy, maintenance of records and supports continuous improvement.

**Third Party:** Must follow the RTO’s approved PTR process.

## Supporting Documents

- Application Form
- Pre Enrolment Review Form
- LLND Assessment and Support Plan
- Academic Support Request Form
- Disability Disclosure Form
- Individual Support and Adjustment Plan (ISAP)
- Training Support Log
- Course Progress Monitoring Tool
- Course Progress warning letters

## Related Policies

- QA1.1 Training and Assessment Strategy Policy and Procedures
- QA1.4 Assessment Policy and Procedures
- QA2.1 Student Information Policy and Procedures
- QA2.2 Student Enrolment Policy and Procedure
- QA2.5 Diversity, Inclusion and Cultural Safety Policy and Procedures
- QA2.6 Student Wellbeing Support Policy and Procedures
- CR 2.9 – 2.11 AQF Certification Documentation and Records Policy and Procedures
- Student Handbook
- Course Guide

## Operational Procedure Table: Student Support and Intervention

Action	Responsible Staff	Supporting Document	Timing/Frequency	Compliance Mapping Standard 2.3& 2.4
Support Team availability communicated to students	Student Support Officers, Trainers and Assessors	Welcome email and LMS Announcements	At course commencement, Ongoing	2.3(a) – Students are informed about access to support services and how to use them

Identification of support requirements	Admissions, Student Support Officers and Trainers and Assessors	Application Form, Orientation Records, Course progress Records, Academic Support Request Form, Disability Disclosure Form	At enrolment, at orientation or ongoing	2.3(b), 2.4(a) – Support needs identified via multiple points of contact including disability disclosure
Assess and document required adjustments	Academic Manager and Compliance Officer	Individual Support and Adjustment Plan (ISAP), Training Support Log	As required	2.4(b), 2.4(c) – Adjustments documented with input and consent; stored and managed
Implement agreed reasonable adjustments	Trainer/Assessor or	Individual Support and Adjustment Plan (ISAP), Training Support Log, Modified Assessment Tools (as required)	Ongoing	2.4(d) – Adjustments implemented without compromising assessment integrity
Communication limitations if no adjustments possible	Academic Manager	Written Notification	As required	2.4(e) – Where adjustment is not possible, rationale and alternatives are communicated
Respond to student queries	Trainers and Assessors, Support Officers	Email logs, LMS messages	Within 2 business days	2.3(c) – Students receive timely responses and support for ongoing engagement

## Document Control

Document Code	QA2.3 and 2.4
Version	1.0
Approval Date	1 <sup>st</sup> July 2025
Review Date	1 <sup>st</sup> July 2026



Approved By	CEO
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