



Student Support, Diversity, Inclusion and Wellbeing Policy and Procedure

1. Purpose

This policy ensures that all students have fair and equitable access to appropriate training support, that diversity is respected and inclusion is promoted throughout the student journey, and that student wellbeing needs are identified and addressed to enable progression through training and assessment.

2. Rationale

As part of its obligations under the Standards for RTOs 2025, Australian Ideal College is required to:

- Provide adequate training support services;
- Make reasonable adjustments for students with disability;
- Promote a learning environment that values diversity and inclusion; and
- Implement strategies to support student wellbeing relevant to the cohort.

These strategies contribute to equitable student experiences, progression and completions, and ensure compliance with national legislation including the Disability Standards for Education 2005.

3. Policy Statement

Australian Ideal College is committed to creating a learning environment where every student feels safe, supported, respected, and empowered to succeed. We recognise that learners bring diverse backgrounds, capabilities, and needs, and we are dedicated to removing barriers that may impact participation, progression, or wellbeing throughout the training journey.

We are particularly committed to the needs of overseas students and our responsibilities under the ESOS framework and National Code Standard 6. All staff and students will be provided with training on the College's obligations under the ESOS framework and the potential implications of these obligations for international students.

The College has appointed a dedicated Student Services Officer (SSO) as the official point of contact for overseas students. The SSO plays a critical role in the implementation of the College's ESOS obligations and is responsible for providing culturally appropriate support and timely assistance. These services are provided at no cost to the student.

The SSO assists overseas students with adjustment to life and study in Australia, provides referrals for wellbeing and academic support, and supports students in a range of domestic and academic issues including:

- Absenteeism and attendance
- Accommodation
- Financial concerns
- Facilities and resources
- Communication and technology
- Visa and immigration issues
- Complaints and appeals
- Family or relationship matters
- Legal assistance
- Sexual harassment

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- Employment rights

The SSO also facilitates referrals to the Academic Manager for academic-related support, including:

- Assessment failures
- English proficiency
- Flexible delivery options
- Learning difficulties
- Course progression concerns
- Reasonable adjustment needs
- Study habits and transitioning support

Students are encouraged to meet with the SSO to discuss any concerns. The College strives to create a supportive, empathetic and proactive environment in which students are empowered to resolve concerns and maintain successful course progression.

A register of support services is maintained by the SSO, and a full list of resources is included in the Student Handbook. All support service requests; actions and outcomes are recorded on the student file.

All international students must attend an induction session at course commencement, conducted by the SSO. This session includes:

- Overview of College policies and procedures
- Student Handbook orientation
- Government and visa requirements
- Cultural orientation and housekeeping
- Introduction to College staff
- Tour of facilities

The SSO monitors course attendance and academic progress and will contact students at risk of breaching visa conditions. This includes notifying students of support options, risk of non-compliance, and their appeal rights in line with the Student Intervention Plan Policy and Procedure.

The College also provides:

- Student vocational counselling (including career advice and RPL assistance);
- Personal counselling (e.g. conflict resolution, stress, access and equity);
- Language, Literacy, Numeracy and Digital (LLND) support based on pre-enrolment testing and needs analysis.

If LLND support needs exceed the College's internal capacity, students are referred to a specialist provider.

The effectiveness of training support services is reviewed annually and informed by feedback, student progress and engagement metrics.

4. Scope

This policy applies to:

- All enrolled and prospective students.
- All staff involved in training, assessment, student support and administration.

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- All training and assessment locations including third-party arrangements.

5. Definitions

Access and equity means policies and approaches aimed at ensuring VET is responsive to the individual needs of all students including those whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and achievement.

Diversity refers to individual differences including culture, language, age, gender, disability and learning styles.

Inclusion refers to creating equitable access and respectful learning environments for all students

Reasonable adjustment means modifications to training or assessment that do not compromise competency outcomes.

Training support services means services and resources to support student success, including LLN support, assistive technologies, academic support, and access to trainers and assessors.

Wellbeing support services means assistance to support physical, emotional and mental wellbeing, including referral to external services.

6. Responsibilities

CEO: Oversees implementation and resourcing.

Director VET and Compliance: ensures all anti-discrimination concerns are investigated in line with the Complaints and Appeals Policy

Academic Manager: Ensures support services are in place and staff are trained.

Trainers and Assessors: Apply adjustments, monitor student progress, refer support needs.

Student Services: Provide wellbeing and support referrals, maintain records.

All Staff: Foster inclusive, respectful and supportive environments. All staff must act to prevent discrimination and harassment and intervene or escalate any behaviour that breaches these obligations. All trainers and support staff are required to complete annual professional development in inclusive practice, student wellbeing, and support strategies appropriate to the student cohort.

7. Legislative and Regulatory Requirements

Standards for RTOs 2025 (Standards 2.3 to 2.6)

Standard 2.3

Outcome Standard

- (1) VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

Standard 2.4

Outcome Standard

- (1) Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

Standard 2.5

Outcome Standard

- (1) The learning environment promotes and supports the diversity of VET students.

Standard 2.6

- (1) The wellbeing needs of the VET student cohort are identified and strategies are put in place to support these needs.

National Code Standard 6 – overseas student support services

Disability Standards for Education 2005

National Vocational Education and Training Regulator Act 2011

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Disability Discrimination Act 1992 (Cth)
Racial Discrimination Act 1975 (Cth)
Sex Discrimination Act 1984 (Cth)
Age Discrimination Act 2004 (Cth)
Australian Human Rights Commission Act 1986 (Cth)

8. Procedure

Australian Ideal College implements a proactive, structured and student-centred approach to support services to ensure that all students, including overseas students, are equitably supported throughout their training journey by promoting;

Access and Equity

Access and equity refer to the College's commitment to ensuring that all students are provided with fair and inclusive opportunities to participate in vocational education and training, regardless of their personal circumstances or background. This includes actively identifying and removing barriers that may disadvantage students based on factors such as gender, age, cultural or linguistic background, disability, socio-economic status, geographic location, or prior educational experience. The College adopts inclusive policies and practices that support diverse learning needs, promote respect and understanding, and ensure that reasonable adjustments are made to accommodate individual requirements without compromising the integrity of training or assessment outcomes. Access and equity are central to fostering a supportive learning environment where all students can thrive and succeed.

Inclusive Learning

Inclusive practice is embedded in all training and assessment activities. Staff are expected to maintain cultural awareness and undergo training in inclusive education practices. Learning materials are reviewed to ensure they are culturally appropriate and respectful of student diversity. Feedback from students on inclusivity is welcomed and used to refine delivery practices.

All learning and assessment materials are reviewed annually to ensure they reflect inclusive language, cultural sensitivity, and diverse learner needs.

Cultural Safety and First Nations Inclusion

The College fosters culturally safe learning environments. Learning resources and practices are reviewed for cultural safety. All staff receive training in cultural competence.

Training staff are encouraged to reflect culturally safe and inclusive practices in their delivery, including respect for First Nations perspectives, accessible communication, and inclusive learning examples.

Promoting Wellbeing

The College also focuses on promoting student wellbeing. Based on the nature and background of the student cohort, strategies are implemented to ensure wellbeing needs are supported. Cohort needs are identified via enrolment data, LLND assessment patterns, support referrals, and student wellbeing feedback. Students are provided with information on internal and external support services for physical and mental wellbeing. Australian Ideal College has in place mechanisms to prevent and respond to incidents involving abuse, harassment, or violence, and ensures that both RTO-managed and third-party facilities are safe, inclusive and supportive.

Wellbeing strategies may also address emotional resilience, motivation, peer connection, and confidence-building for students facing personal or academic pressures.

Identification of Support Needs

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Support planning begins at enrolment, where students are asked to disclose any known needs relating to language, literacy, numeracy, disability, digital literacy, wellbeing or personal circumstances. Students complete an LLND assessment and, where appropriate, participate in a deeper support needs interview. Any disclosed or emerging support requirements are documented and form the basis for tailored interventions.

Development of Support Strategies

Where support needs are identified, the Trainer or Student Services Officer develops a tailored support strategy within five business days. This may include reasonable adjustments, referral to internal or external services, modified delivery or assessment arrangements, or additional academic support. All support strategies are documented using the Support Strategy Form and stored in the student's file.

Orientation and Induction for CRICOS Students

All overseas students must attend a culturally appropriate orientation session conducted by the Student Services Officer (SSO) at the beginning of their course. This session includes critical information about visa compliance, College policies, emergency contacts, cultural adjustment, and a tour of college facilities. The orientation ensures CRICOS students are aware of available support services and how to access them.

Ongoing Monitoring and Early Intervention

The SSO monitors academic progress and attendance for overseas students. If a student is identified as being at risk of breaching visa conditions or falling behind academically, the SSO initiates early intervention in accordance with the Student Intervention Plan Policy. Students are advised of their risk status and are offered appropriate support and guidance, including referral to internal or external services.

Referrals and Counselling Services

Students experiencing personal, academic, financial, or wellbeing issues may access support through the SSO. Depending on the nature of the concern, students may be referred to the Academic Manager, an external LLND provider, counselling services, or legal or welfare assistance. All referrals are documented and monitored for effectiveness.

Language, Literacy, Numeracy and Digital Support

All students complete an LLND assessment at enrolment. Students requiring additional support are provided with tailored LLND strategies. If internal support capacity is insufficient, students are referred to a qualified external provider. All trainers hold TAELLN411 and are expected to apply appropriate adjustments in delivery and assessment.

Counselling and Support Services

Students may access vocational counselling, including assistance with career planning or Recognition of Prior Learning (RPL). Personal counselling may address issues such as stress, conflict resolution, access and equity, or general wellbeing. Support is delivered confidentially and without cost to the student.

Escalation and Continuous Monitoring

Where concerns escalate or cannot be resolved through regular support channels, they are referred to the Director VET and Compliance. Serious incidents are documented and managed under the Complaints and Appeals Policy or other applicable procedures. All support provided is recorded in the student file, and a log of services is maintained.

Review and Evaluation

Support effectiveness is reviewed through regular feedback, student progress outcomes, and internal audits. Annual evaluation processes ensure continuous improvement and that support practices remain responsive to student needs and compliant with regulatory requirements.

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Procedure Summary Table

Step & Action	Responsibility	Timeframe	Reference / Use
Conduct pre-training review and identify support needs (LLND, disability, language, wellbeing)	Admin Officer, Trainer	At enrolment or course commencement	Enrolment Form, LLND Assessment, Student File Checklist
Develop tailored support strategies, including reasonable adjustments and referrals	Trainer, Student Support Officer	Within 5 business days of identification	Support Plan Form, Adjustment Approval Record
Provide culturally appropriate induction to CRICOS students	Student Services Officer	At course commencement	Orientation Checklist, Student Handbook
Monitor CRICOS student academic progress and visa risk	Student Services Officer	Throughout course	Student File, PRISMS entries, Support Plan
Provide referrals for academic, wellbeing or personal issues	Student Services Officer, Academic Manager	As required	Support Log, Referral Record
Provide LLND support and refer externally if needed	Trainer, Student Support Officer	Upon identification of need	LLND Support Record, Referral Log
Deliver student vocational and personal counselling	Student Services Officer	Upon request	Counselling Notes, Referral List
Ensure all support complies with anti-discrimination obligations	Trainer, Compliance Manager	Ongoing	Complaints and Appeals Policy, Student File
Escalate serious concerns to Compliance Manager	Trainer, Student Support Officer	Immediately	Incident Report, Complaints Register
Evaluate support effectiveness	Compliance Manager	Annually (Q4)	Internal Audit Schedule, CI Register

9. Policy Implementation

This policy is implemented through orientation sessions, professional development, student information guides and scheduled review processes. Staff responsibilities are reflected in position descriptions and performance reviews.

10. Monitoring and Evaluation

Monitoring of this policy is conducted annually via internal audit, feedback analysis and review of student outcomes. Records of adjustments, referrals, and staff training are maintained. Outcomes inform policy and service improvements.



Document Control

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Approved By	CEO		
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Version #	Changes	Approval By	Approval Date
1.0	Initial version	CEO	30/5/2015
1.1	Minor update	CEO	08/01/2018
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