AUSTRALIAN INSTITUTE OF TRAINING SOLUTIONS

Student Support and Welfare Policy

Relevant Standards	Linked Documents
Outcome Standards 2025	• Anti-Discrimination and Bullying Policy • Sexual Harassment Policy • Student Handbook • Student Complaints and Appeals Form

1. Purpose

The purpose of the Student Support and Welfare Policy is to foster an environment that is conducive to effective learning, in which each student feels safe and supported and contributes positively to the AITS student community. This policy complements AITS' other relevant policies and procedures, including the Work Health and Safety Policy, and emphasises AITS' commitment to supporting student learning and wellbeing and promoting a positive learning environment for everyone involved.

This policy outlines AITS' commitment to:

- providing all learners with access to appropriate support services that promote wellbeing and academic success;
- ensuring students are fully informed of the support services available before and during enrolment;
- proactively identifying and supporting students experiencing academic, personal or welfare difficulties;
- ensuring staff are trained to identify and respond to student needs professionally and confidentially; and
- embedding student support and welfare within AITS' overall governance, quality and risk management systems.

2. Scope

This policy applies to:

- all students enrolled in AITS programs; and
- all AITS staff and contractors involved in training, assessment, administration and support.

3. Definitions

Term	Definition
Student Support Services	The services provided by AITS to help students successfully achieve their learning outcomes. Services may include (but are not limited to): • study and learning support and study skills programs; • language, literacy, numeracy and digital (LLND) programs, or referrals to these programs; • equipment, resources and/or programs to increase access for learners with disability; • mediation services or referrals to these services; • flexible scheduling and delivery of training and assessment; • counselling services or referrals to these services; • information technology (IT) or digital literacy support; and • learning materials in alternative formats (e.g. large print).
Welfare Support	Assistance provided to students for non-academic matters, such as their mental, physical, social and spiritual wellbeing. These services may include, through direct provision or referral, information and advice about accommodation, counselling, crisis services, disability and equity issues, financial matters, legal issues, medical issues, mental health, peer mentoring, programs promoting social interaction, religious and spiritual matters, and stress management.
Student Support Officer (SSO)	A designated staff member responsible for coordinating welfare services and external referrals.
At-Risk Student	A student identified as experiencing barriers to satisfactory course progress or wellbeing.
Support Register	A record maintained by AITS detailing all student support interactions, referrals and outcomes.

4. Legislative Context

AITS acknowledges its obligations under various Commonwealth and State legislation and regulations, including:

- Outcome Standards 2025 (Quality Areas 1, 2 and 4);
- Compliance Standards 2025 – Division 2 (Training and Assessment);
- Privacy Act 1988 (Cth);
- Equal Opportunity Act 1984 (WA);
- National Vocational Education and Training Regulator Act 2011 (Cth);
- Australian Human Rights Commission Act 1986 (Cth) (formerly the Human Rights and Equal Opportunity Commission Act);
- Disability Discrimination Act 1992 (Cth); and
- Disability Standards for Education 2005 (Cth).

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5. Policy

5.1 Policy Context

This policy forms part of AITS' student lifecycle management and ensures that all students have access to timely, effective and equitable support and welfare services throughout their studies. It fulfils AITS' obligations under the Outcome Standards 2025 (Quality Area 2 – VET Student Support; Quality Area 4 – Governance).

5.2 Principles

- **Student-centred support:** services are proactive, accessible, confidential and responsive to individual needs.
- **Equity and inclusion:** AITS ensures equitable access to learning and welfare resources for all students, regardless of background or circumstance.
- **Early identification:** potential barriers are identified early through orientation, LLND assessments and course progress monitoring.
- **Collaboration:** academic, administrative and welfare staff share responsibility for maintaining student wellbeing.
- **Continuous improvement:** support processes are reviewed regularly and integrated into AITS' Self-Assurance Framework.

AITS is committed to providing appropriate support and welfare services to students, so that each student feels safe and supported and contributes positively to the AITS community. AITS ensures that appropriate student support services are available to help students complete their studies and reach their academic goals.

5.3 Student Support Mechanism

5.3.1 Student Support and Safety

AITS provides a range of services to address academic, personal and welfare needs, including:

- orientation and transition programs;
- language, literacy, numeracy and digital (LLND) support;
- academic mentoring and tutorial assistance;
- counselling and wellbeing referrals;
- assistance for students with disability, illness or personal hardship; and
- cultural and community engagement activities.

All support interactions are logged in the **Student Support Register**.

AITS is committed to providing and maintaining an environment without risks to the health, safety and security of AITS employees and students. AITS achieves this by:

- developing and implementing a Work Health and Safety Policy;
- developing and implementing policies and procedures to prevent and deal with any form of discrimination, harassment or vilification of AITS employees and students;
- upholding the Student Code of Conduct;
- appointing a WHS representative;
- appointing a Student Support Officer to address academic support and welfare-related services;
- providing referrals to external counselling services for issues outside AITS' expertise, scope or authority;
- keeping students informed of any general security issues or concerns reported in the media or in government announcements, and providing relevant information as appropriate; and

- monitoring student course progress and providing academic and administrative support to all students within AITS' policy framework, to enable them to achieve their academic objectives.

Many issues can affect a student's social or personal life. Students have access to the Student Support Officer for advice and guidance on personal, accommodation or family/friend issues. Where the Student Support Officer feels further support may be needed, a referral to an appropriate external support service is organised (see 5.3.3).

5.3.2 Student Handbook

- All current and prospective students are provided with a Student Handbook containing essential information, including external support resources and AITS facilities and resources to help them with their studies.
- A copy of the Student Handbook is also available on the AITS website.

5.3.3 Student Support Officer

- AITS appoints a full-time, on-campus Student Support Officer to provide student support services including (but not limited to) accommodation, counselling, crisis services, disability and equity issues, financial matters, legal issues, medical issues, mental health, peer mentoring, programs promoting social interaction, religious and spiritual matters, and stress management. The Student Support Officer also coordinates learning and academic support services in consultation with the Academic Manager.
- Students need to make an appointment to meet the Student Support Officer. Urgent matters are attended to promptly on the advice of the front desk (initiated by the student) or AITS staff members.
- Academic and learning support needs are referred to the Academic Manager. The Student Support Officer will, however, ensure that the required academic support services have been provided through scheduled learning support sessions and/or activities, and will maintain regular communication with students to obtain feedback. When needed, AITS will consider appointing or delegating an academic staff member as the Learning Support Officer, based on the student needs analysis and review of feedback. This position will assist and support students with academic issues and preparation – including writing, learning and research skills – under the supervision of the Academic Manager.
- Counselling services and other external referrals are arranged if deemed appropriate by the Student Support Officer. There is no fee for this welfare support and referral service. Any costs charged by external services are paid by the student.
- All students are required to attend an orientation day at the start of their studies (see the *Student Orientation Policy and Procedure*). The Student Support Officer will discuss the support services available and how students can best access them during their studies.

5.4 Academic and Learning Support

- Trainers and assessors monitor academic progress and refer students who are having difficulty to the Student Support Officer (SSO). Student support is coordinated with the Course Progress Policy and Procedure (2025) to ensure early identification of, and intervention for, students at risk.
- Students may have concerns about their attendance, academic performance or other issues that place them at risk of not meeting the requirements of their program or not completing within the expected duration. AITS therefore provides ongoing academic support in the form of LLND programs (or referrals to these programs) if needed, course progress intervention and academic support for students at risk of not completing on time, scheduled learning and study support sessions, and academic support for people with disability and learning difficulties.
- Students can access AITS' student support services by approaching the Student Support Officer or any staff member they are in contact with. Students will also be given a Student Concern Form and further

information (see 5.8) on the relevant policies and procedures for raising and reporting any concern or welfare issue.

- All students have unrestricted access to, and an equal opportunity to use, AITS programs, services and resources, including information technology (IT), library, course and learning materials, access to academic and administrative staff, avenues to lodge and resolve complaints, student welfare and support services, and access to their administrative and academic records.

5.5 Students with LLND Needs

- LLND and digital literacy needs are identified during the pre-enrolment evaluation and reassessed during training where required.
- LLND needs may be identified through pre-enrolment and pre-training assessments, during student orientation, and/or through trainer/assessor recommendations. AITS will analyse these needs and provide a strategy for assistance. The needs are addressed through classroom learning and assessment activities over the duration of the program, supported by the AITS *LLN and Digital Literacy (LLND) Policy*.
- For all learners, LLND are key underpinning skills that support their vocational learning and the development of their employability and workplace communication skills, whatever the level of their course or training. Accordingly, AITS embeds LLND principles in its delivery and in its learning and assessment tasks.
- AITS uses the Australian Core Skills Framework (ACSF) as a reference to assess current LLND skill levels. For testing, AITS uses Learning Resources Group online LLND tools, which are mapped to ACSF outcomes.
- Depending on the student's specific needs, AITS may refer students to appropriate English language or foundation skills programs offered by external providers.

The LLND Policy (2025) and Course Progress Policy and Procedure (2025) outline the integrated support and intervention mechanisms used to address academic barriers. Digital literacy training and access support are integral to AITS' learner success strategy.

5.6 Students with Disability

- AITS acknowledges the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, and its obligation as an education and training provider to support the right of students with disability to participate in educational courses and programs on the same basis as students without disability.
- Students who wish to apply for adjustments to teaching or assessment methods on the basis of disability should contact the Academic Manager and provide supporting documents for consideration (e.g. a letter from their treating professional).
- Reasonable adjustments to training and assessment methods are made using the following principles:
  - students with disability are subject to the standard rules and policy on assessment and teaching methods, and assessment is only varied where a student can demonstrate, with appropriate documentation, that they are disadvantaged as a result of disability;
  - reasonable adjustments are designed to minimise the disadvantage experienced by students with disability, rather than to give them a competitive advantage; and
  - any adjustments to assessment for a student with disability are made in a way that ensures the fundamental nature of the assessment remains the same, i.e. students with disability are still required to demonstrate a pre-determined level of ability in relation to essential competency requirements.

5.7 Student Hardship

The requirements of study may cause some students hardship, due to economic, social or other difficulties. Where genuine hardship exists, a student may ask for their workload or other related matters to be reviewed.

To make a request, the student must provide a letter to the Student Support Officer describing the reason for their hardship. Evidence supporting the claim of hardship must be included, for example:

- **financial hardship:** financial documents, pay slips or bank statements indicating financial status;
- **medical grounds:** medical certificates stating the nature and duration of the condition; or
- **family situation:** a doctor's or counsellor's report or recommendation, or a recommendation from an external community/welfare agency.

The Student Support Officer will review the request and, where necessary, arrange a face-to-face meeting to discuss the issues and provide the required support through internal or external referrals and advice.

5.8 Information to Students

Information on student support services and how to access them, including the contact details of the Student Support Officer, is made available to all students through:

- the Student Handbook;
- the AITS website; and
- the Student Orientation Program.

The Student Support Officer will ensure that information about student support services is up to date and that any contact details provided are current.

Students may contact the Student Support Officer directly (e.g. by email or phone), or through any administrative staff member, the Academic Manager or the front desk. The front desk will also help to organise appointments as soon as practicable.

6. Service Review and Continuous Improvement

To ensure that AITS' support services are appropriate in scope and quality for its capacity and the delivery mode of its programs, AITS will implement a regular program of review and stakeholder feedback to monitor the availability, accessibility and effectiveness of support services, and will make enhancements and improvements where necessary.

6.1 Stakeholder Feedback

Regular stakeholder feedback, gathered through surveys, informs AITS' review of the adequacy of its support services through the following process:

- A student survey is conducted for selected programs during each study period. It includes a section on the quality of AITS' support services and invites suggestions for improving the student experience.
- The QA Committee reviews the surveys, analyses the feedback, summarises any issues raised about support services, and makes appropriate recommendations to the CEO.
- The CEO meets formally and informally with the Student Support Officer to discuss any issues raised and develop possible strategies for improvement.
- The Student Support Officer recommends any improvements to support services to the CEO for action.
- All improvements recommended by the Student Support Officer to the CEO are discussed by the Senior Management Committee and allocated to a responsible person for completion within an agreed timeframe.
- Outstanding actions are monitored by the Senior Management Committee until there is evidence of completion.
- Where funds not allocated in the budget are required to improve support services, the CEO will include this in their report to the Board of Directors, together with a request for additional funding.

6.2 Ongoing Review

The Senior Management Committee continuously reviews the effectiveness of support services in their areas of responsibility through the following process:

- Each member of the Senior Management Committee reports at each meeting on any issues related to support services that have arisen since the previous meeting. This is a standing agenda item for Senior Management Committee meetings.
- Where improvements to AITS' support services are needed, the required actions are decided by the Senior Management Committee and allocated to a responsible person for completion within the agreed timeframe.
- Outstanding actions are monitored by the Senior Management Committee until there is evidence of completion.
- Where funds not allocated in the budget are required to improve facilities or resources, the CEO will include this in their report to the Board of Directors, together with a request for additional funding.

7. Monitoring, Quality Assurance and Continuous Improvement

The effectiveness of AITS' student support and welfare systems is monitored through the Self-Assurance and Continuous Improvement Framework.

The Compliance Manager compiles term-based data on support requests, welfare referrals and feedback outcomes for review by the Quality Assurance Committee (QAC) each quarter and the Senior Management Committee (SMC) annually.

Trends and audit findings inform updates to the Student Handbook, orientation content and staff training.

Evidence of implementation: Student Support Register, welfare referrals, feedback surveys, QAC minutes and Continuous Improvement Register entries.

8. Responsibilities

Role / Position	Key Responsibilities
CEO	Ensures resources, systems and trained personnel are available for student support and welfare compliance.
Senior Management Committee (SMC)	Reviews student support performance data and allocates resources for improvement.
Quality Assurance Committee (QAC)	Monitors support service feedback and ensures integration with self-assurance cycles.
Compliance Manager	Maintains evidence of support services and audits compliance with the 2025 Standards for RTOs.
Academic Manager	Oversees learning support services, identifies students at academic risk, and coordinates interventions.
Student Support Officer (SSO)	Provides welfare and counselling referrals; coordinates internal/external support services; maintains the Support Register.
Trainers and Assessors	Identify students needing support and refer them promptly to the SSO.

Role / Position	Key Responsibilities
All Staff	Uphold student wellbeing, confidentiality and inclusivity at all times.