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1 PURPOSE AND SCOPE

The purpose of this policy and procedure is to outline TRILITY’s approach to ensuring it manages student and learning support effectively to ensure students are able to successfully complete their training an assessment.

Along with other policies and procedures, this contributes to ensuring compliance with Quality Area 2, Standards 2.3, 2.4, 2.5 and 2.6 of the Outcome Standards.

2 DEFINITIONS

Term	Definition
ASQA	Australian Skills Quality Authority which is the national VET regulator and the RTO’s registering body
DAAWS	Disability Australian Apprentice Wage Support
May	Indicates a possible course of action.
Outcome Standards	The National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025) of the 2025 Standards for Registered Training Organisations (RTO's).
Shall	Indicates a mandatory requirement.

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Term	Definition
Should	Indicates a preferred course of action.
Standards	The 2025 Standards for Registered Training Organisations (RTOs) of the VET Quality Framework which can be accessed from www.asqa.gov.au
UAN	Upfront Assessment of Needs

3 TRAINING REQUIREMENTS

All TRILITY staff are required to complete the relevant [Inclusive Practice eLearning Module](#).

4 POLICY

4.1 Support philosophy

- TRILITY is committed to ensuring that all students receive adequate support while undertaking their training and assessment. This includes ensuring that:
 - The learning, wellbeing and support needs of the intended target group are considered in the course development and review processes
 - Appropriate support staffing and external support service arrangements are in place.
 - The individual learning, wellbeing and support needs of all students are determined where possible prior to course commencement.
 - All students are informed of how to access the services they require to successfully complete their training and assessment program.
 - Regular contact with students and host workplaces is maintained throughout the duration of student enrolments.
 - Feedback is collected about TRILITY's provision of support services and the feedback is systematically collated, analysed and used to improve support services provided.
 - Student rights are considered in accordance with the Student Code of Conduct.

4.2 Diversity and inclusion

- TRILITY is committed to fostering a safe, inclusive and culturally supportive learning environment for students. This includes ensuring that:
 - **Safe and inclusive learning environment:**
 - All students feel safe, valued and respected regardless of their background, identity or personal characteristics
 - Learning environments are free from discrimination, harassment, bullying and any form of inappropriate behaviour
 - Reasonable adjustments are made to accommodate diverse learning needs and preferences

- Students are encouraged to express their individual identities and cultural backgrounds
- Policies and procedures promote equity and fairness for all students
- **Culturally safe learning environment for First Nations people**
 - Respectful acknowledgement of Country and Traditional owners at the commencement of training session and in organisational communications
 - Culturally appropriate training materials and assessment methods that reflect First Nations perspectives and knowledge
 - Consultation with First Nations communities and stakeholders to ensure cultural relevance and appropriateness
 - Training and support for staff to develop cultural competency and awareness of First Nations protocols
 - Recognition of incorporation of First Nations ways of learning and knowledge systems
 - Safe spaces where First Nations students feel comfortable sharing their cultural identity and experiences
- **Promotion of Diversity:**
 - Celebration of cultural diversity through events, activities and recognition of significant cultural dates
 - Inclusive language and imagery used in all training materials and communications
 - Diverse representation among teaching staff and learning resources
 - Encouragement of cross-cultural understanding and respect among all students
 - Support for students from diverse linguistic backgrounds through language assistance and translation services where appropriate
- **Implementation measures:**
 - Regular diversity and inclusion training for all staff
 - Development and maintenance of a Diversity and Inclusion Action Plan
 - Monitoring and reporting on diversity metrics and student experience
 - Student consultation processes to ensure ongoing relevance and effectiveness
 - Integration of diversity and inclusion principles across all course development, delivery and assessment processes

4.3 Needs identification

- Student needs are identified through:

- Analysing the possible needs of the target group and considering their needs in relation to the delivery model throughout the course design and review process
- Information provided by the student on the application and/or enrolment forms.
- Discussion with the student during their course entry interview.
- Assessment of the formal language, literacy, numeracy and digital skills test which is given to each student upon commencement of the course.
- Completion of an Upfront Assessment of Needs as part of the Course Interview process
- Discussion with the student during their induction to the program.
- Disclosure on the notification of training request form from the Apprenticeship Network Provider.
- Support needs may include:
 - Low levels of language, literacy and numeracy
 - Low digital literacy
 - Disability or medical concerns
 - Cultural, social or economic issues
 - Limitations in access to resources such as money, time or support

4.4 Provision of learning, wellbeing and support services

- Support services include internal support staff and mechanisms provided by TRILITY, or via referrals to external providers. Support services may include:
 - Student support and welfare staff to assist students
 - Referral to relevant external support organisations who specialise in specific areas such as health, financial, advocacy, legal, financial, social etc.
 - Completion of lower level / foundation courses prior to entry
 - Referral to DAAWS to apply for additional tutorial and/or training support.
- TRILITY provides a range of learning support options and resources to help students achieve competency. This includes:
 - Referral to other courses or adult learning materials
 - Access to equipment or materials owned by TRILITY such as computers, Wi-Fi, books or journals
 - Additional or supplementary resources to support learning goals such as readings, links or activities
 - Extra tutorials or teaching support

- One on one support from the trainer/assessor
- Development of an individual support plan to meet student needs.
- Supporting those with additional needs by making reasonable adjustments to suit needs if possible
- Technical Support with technology
- TRILITY provides a range of wellbeing support options and resources to help students throughout their studies. This includes:
 - Mental health and counselling support
 - Referral to professional counselling services
 - 24/7 crisis support hotlines (eg. Lifeline)
 - Physical Health & Wellbeing
 - Referral to medical services and health clinics
 - Information on healthy lifestyle resources
 - Support for students with chronic conditions
 - Social and community connection
 - Referral to community support organisations
 - Work-Life balance support
 - Study Skills guide
 - Flexible assessment arrangements where possible

As part of this commitment, TRILITY offers an 'employee assistance program' (also for students), utilising the services of AccessEAP at no cost. Features of this service include:

- Independent and confidential
- Emergency service available 24 hrs/day, 7 days/week
- Three free counselling sessions per year.
- On or off the work site and via Skype/Zoom/Teams
- Referral to outside agencies as appropriate

For students requiring additional support with their studies, work or life, TRILITY provides the following referrals to community organisations who may be able to assist you. Please note that some of these services may attract a fee which is payable by them.

- Support Services Contact List

Service Type	Organisation	Contact Details
Mental Health Crisis	Lifeline	13 11 14
Counselling	Beyond Blue	1300 22 4636
Financial Counselling	National Debt Helpline	1800 007 007
Family Violence Support	1800RESPECT	1800 737 732
Aboriginal Counselling	13YARN	13 92 76
Other Support Services		
Academic Support	Reading and Writing Hotline	1300 655 506
Academic Support: This QLD Government website offers free online tools that cover a variety of topics that will help improve student digital skills. They offer short online courses and webpages with helpful tips.	Learning Resources for Digital Skills	13 QGOV (13 74 68)
Financial: If students are completing a full time course, they may be eligible for benefits through Centrelink.	Centrelink	131021
AAC: Australian Apprenticeship Centres handle all matters related to traineeships and apprenticeships. If you are a trainee or apprentice, some language, literacy and numeracy courses attract government subsidies. Talk to your AAC about this now.	Australian Apprenticeship Centres (AAC)	1800639629
The Commission can resolve individual complaints about discrimination, sexual	The Victorian Equal Opportunity &	(03) 9281 7100

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<p>harassment and racial and religious vilification by offering a conciliation process that is confidential, impartial, free, and simple.</p>	<p>Human Rights Commission</p>	
<p>Victoria Legal Aid helps people with their legal problems and focuses on helping and protecting the rights of socially and economically disadvantaged Victorians. It can provide assistance in the areas criminal law, family law and some civil law matters. Legal representation is subject to policy guidelines and means tests in most cases. They have lawyers in offices in most major metropolitan and country regions.</p>	<p>Legal Aid Victoria</p>	<p>1800 677 402</p>
<p>Disability Rights Victoria is an advocacy organisation directed by people with a disability. They work with and on behalf of adults with a disability. They provide individual advocacy, information and support to people with a disability via our network of advocates located across Victoria. This support may include making representation on behalf of individuals with a disability, helping individuals to advocate for themselves or helping others to advocate for them.</p>	<p>Disability Rights Victoria</p>	<p>1800 462 480</p>

<p>Anyone can call Lifeline. The 13 11 14 service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. If you feel that you might need telephone counselling, you can call about anything that might be troubling you.</p>	<p>Lifeline</p>	<p>131114</p>
<p>Fair Work Australia is the national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to minimum wages, employment conditions, termination of employment and other workplace matters.</p>	<p>Fair Work Australia</p>	<p>1300 799 675</p>
<p>Reach Out is a web-based service that inspires young people to help themselves through tough times and find ways to boost their own mental health and wellbeing. Their aim is to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways they know work for young people.</p>	<p>Reach Out</p>	<p>www.reachout.com.au</p>
<p>The Department of Trade, Employment and Training (DTET) is committed to ensuring Queenslanders have</p>	<p>Department of Trade, Employment and Training</p>	<p>https://desbt.qld.gov.au/training</p>

<p>the education and skills they need to contribute to the economic and social development of Queensland. DTET provides funding to RTOs such as TRILITY to assist student's access affordable training. Student will notice some of their documents refer to TRILITY as the SRTO. This is in line with our contract in QLD for Traineeship and Apprenticeship pathways where we are approved as a Supervised Registered Training Organisation (SRTO).</p>		
<p>Vocational education and training (VET) is important to Tasmania's economy by supporting the growth of a skilled workforce. It enables students to gain qualifications for all types of jobs, and the specific skills employers want. Skills Tasmania provides funding to RTOs such as TRILITY to assist student's access affordable training.</p>	<p>Skills Tasmania</p>	<p>https://skills.tas.gov.au/learners</p>
<p>Success and Wellbeing Services are offered free by Skills SA and are confidential. This support is aimed at helping you get back on track and bring your goals within reach, whatever life throws your way. Their Success and Wellbeing Services are delivered by an experienced and</p>	<p>Skills SA</p>	<p>https://mytraining.skills.sa.gov.au/support/support-during-training/success-and-wellbeing-services</p>

dedicated Success and Wellbeing Coach.		
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4.5 Information about support services

- TRILITY provides students with information about the type of support available and how to access it. Information is provided:
 - During enrolment/pre-enrolment
 - During course orientation
 - On an ongoing basis
- Information is reviewed annually for currency and accuracy and updated accordingly

4.6 Feedback and improvements

- Students are surveyed on their support needs using the *Unit/Cluster/Course Survey*
- Students may also provide feedback at any time using the *Feedback Form*.
- Feedback is regularly considered in order to make improvements to student and learning support services. Feedback is always reviewed at least annually during a course review in accordance with the *Course Development and Review Policy*.

4.7 Wellbeing Needs Identification

- TRILITY systematically identifies wellbeing needs of student cohort by:
 - **Training product analysis**
 - During course development, TRILITY analyses training product content to identify potential wellbeing impacts
 - Document wellbeing support strategies in the Training & Assessment Strategy
 - Consider factors such as course duration, assessment volume and delivery mode
 - **Cohort Specific Analysis**
 - During course development TRILITY analyses the student cohort to identify what their learners are and what specific wellbeing needs they might have. I.e.
 - Apprentices/trainees: workplace stress, work-life balance
 - Mature age students: family responsibilities, financial pressure
 - First nations students" cultural safety, community connection

- Students with disabilities: access and inclusion needs
- **Stakeholder Feedback**
 - During course development TRILITY gathers feedback from stakeholders in regards to the needs of students
 - Ongoing feedback is sought from students, educators, employers and industry that provides insights into the wellbeing needs of students
- **Ongoing Monitoring:**
 - Regular wellbeing check-ins during course delivery
 - Early intervention for students showing signs of distress
 - Annual review of wellbeing support effectiveness

5 PROCEDURES

5.1 Providing information about suitable support services

Refer

- Outcome Standards 2.1, 2.2, 2.3 and 2.4

Procedure	Responsibility
<p>A. Analyse the needs of the cohort</p> <ul style="list-style-type: none"> • During the course development process, identify typical support needs of the cohort and describe these in the Training and Assessment Strategy. Consider whether the target group is likely to have: <ul style="list-style-type: none"> – Low levels of language, literacy and numeracy – Low digital literacy – Disability or medical concerns – Cultural, social or economic issues – Limitations in access to resources such as money, time or support 	Administration and Student Support Officer
<p>B. Determine suitable support services</p> <ul style="list-style-type: none"> • Consider which internal and external learning and support services are suitable and can be made available. Consider: <ul style="list-style-type: none"> – Available support services listed in clause 3 of this policy. – How TRILITY can help students to successfully complete the program without compromising the Principles of Assessment and Rules of Evidence. – Previous feedback received in relation to support services. – How students will access information about support services and the services themselves. 	Training Manager

Procedure	Responsibility
<ul style="list-style-type: none"> – How TRILITY will maintain regular contact with the student and any other stakeholders involved in the delivery of the course, for example workplace hosts or workplace supervisors. – Student rights as detailed in the <i>Student Code of Conduct</i>. 	
<p>C. Update support services documentation</p> <ul style="list-style-type: none"> • Once provision is confirmed, publish these in the Student Handbook, Student Orientation or other relevant documentation. • Update documentation where additional support services are offered. • Include list of support services in the <i>External Support Services Register</i>. • Ensure you consider the age and cultural relevance in terms of the cohort from active courses (per the <i>Training and Assessment Strategies</i>). • Contact service providers to determine point of contact and request promotional or informational materials relevant to student cohorts. • Record and update details on the <i>External Support Services Register</i> at least annually. • Update <i>Student Handbook</i> and <i>Student Orientation/Induction materials</i> at least annually and as new materials or information is sourced or developed. 	Administration and Student Support Officer

5.2 Implement support staff arrangements

Refer

- Outcome Standard 2.3, 2.4

Procedure	Responsibility
<p>A. Identify appropriate support staffing arrangements</p> <ul style="list-style-type: none"> • Identify support staffing arrangements sufficient for the number of students. • Ensure all support personnel roles are clearly defined in position descriptions. • Ensure staff understand their roles and are provided with the appropriate information and training for their role. • Consider cross cultural training if relevant to the student cohort. 	CEO
<p>B. Maintain support staffing arrangements</p> <ul style="list-style-type: none"> • Regularly provide any updated support information to staff • Organise information and training associated with support functions as required. • Ensure staff complete the Inclusive Practice eLearning module. 	CEO

5.3 Individual needs identification

Refer

- Outcome Standards 2.1, 2.2

Procedure	Responsibility
<p>A. Student applies to enrol</p> <ul style="list-style-type: none"> • Upon receipt of a completed Enrolment Form, review the documentation to check for any student support needs referred to. • Advise the Director of Studies to follow this up during the course entry interview. 	Administration and Student Support Officer
<p>B. Entry Interview</p> <ul style="list-style-type: none"> • Complete the course entry interview and <ul style="list-style-type: none"> – Follow up any support needs identified in the enrolment form. – Explore support needs identified through course entry. – Document support needs. • Ask the student to complete the LLND assessment at the Course Entry interview. Mark the LLND assessment and determine appropriate LLND levels based on the marking guide. Determine whether the student has suitable skills to enrol in the course and whether or not additional support would be required. Document additional support required on the LLND assessment. • Where a student requires additional support identified through the course entry and/or LLND assessment, develop an <i>Individual Support Plan</i>. 	Administration Officer/Training Manager
<p>C. Individual support plans</p> <ul style="list-style-type: none"> • For students that have had individual support requirements identified, an <i>Individual Support Plan</i> will be developed which will outline the strategies used to provide the student with additional support over and above what is normally offered in the course. • This may include: <ul style="list-style-type: none"> – Referral to other courses or adult learning materials – Access to equipment or materials owned by TRILITY such as computers, Wi-Fi, books or journals – Additional or supplementary resources to support learning goals such as readings, links or activities – Extra tutorials or teaching support – One on one support from the trainer/assessor – Development of an individual support plan to meet student needs. – Supporting those with additional needs by making reasonable adjustments to suit needs if possible – Technical Support with technology 	Trainer/Assessor

5.4 Wellbeing Support Implementation

Refer

- Outcome Standards 2.6

Procedure	Responsibility
<p>A. Develop Wellbeing Support Strategy</p> <ul style="list-style-type: none"> • During course development, document wellbeing support strategies in the Training and Assessment Strategy 	Training Manager

Procedure	Responsibility
<ul style="list-style-type: none"> Identify cohort specific wellbeing risks based on training product analysis, student cohort analysis and stakeholder feedback Identify available internal and external wellbeing services 	
<p>B. Communicate Wellbeing Support Availability</p> <ul style="list-style-type: none"> Provide comprehensive wellbeing information during: <ul style="list-style-type: none"> Enrolment/orientation Course induction Regular touchpoints throughout training 	Administration and Support Staff
<p>C. Monitor and Review Wellbeing Support</p> <ul style="list-style-type: none"> Collect student feedback on wellbeing support via course surveys Track wellbeing service utilisation rates Annual review and update of wellbeing support provisions 	CEO / Training Manager
<p>D. Crisis Response</p> <ul style="list-style-type: none"> Maintain current crisis management protocols <ul style="list-style-type: none"> Train staff in mental health first aid Establish clear escalation pathways for wellbeing concern 	All staff

6 REFERENCES

- TRG-SC12.01 *External support services register*

7 REVISION HISTORY

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