Student Support Policy

PURPOSE

This policy outlines the processes used by Adelaide Training and Employment Centre (ATEC) to identify, provide, monitor and review student support services to ensure all learners have equitable opportunities to access, participate in and successfully complete their training.

SCOPE

This policy applies to:

- Prospective students.
- Current students.
- Trainers and assessors.
- Administrative staff.
- Success and wellbeing support services personnel.

DEFINITIONS

- **Student Support:** Services and interventions that assist students to access, participate in and successfully complete their training.
- **Training Support:** Support directly related to training and assessment activities, including foundation skills development and educational assistance.
- **Wellbeing Support:** Support relating to personal circumstances that may impact a student's ability to engage in training.
- **Reasonable Adjustment:** A modification made to learning or assessment processes that enables a student with a disability or support need to participate on the same basis as other students without compromising training package requirements.
- **Upfront Assessment of Need (UAN):** The Skills SA process used to identify suitability, support needs, foundation skills requirements and barriers to successful participation before enrolment in subsidised training.

POLICY STATEMENT

ATEC is committed to creating a supportive and inclusive learning environment where all students:

- Receive accurate and accessible information before enrolment.
- Are assessed for suitability and support needs before commencing training.
- Have access to appropriate learning, wellbeing and training supports.
- Are treated fairly and respectfully.
- Can request reasonable adjustment without disadvantage.
- Are referred to specialist external services where support needs exceed the RTO's capability.
- Have their support needs monitored throughout their enrolment.

ATEC recognises that support needs may arise at any time and therefore support arrangements will be reviewed regularly throughout the student's training journey.

STUDENT SUPPORT FRAMEWORK

Pre-Enrolment Support

Prior to enrolment, ATEC will provide prospective students with the following information on our website www.atec.asn.au:

- Course requirements.
- Entry requirements.
- Available student support services.
- Student rights and responsibilities.
- Delivery methods.
- Language, Literacy, Numeracy and Digital literacy requirements.
- Assessment obligations.
- Licensing outcomes (where applicable).
- Complaints and appeals processes.

Upfront Assessment of Need (UAN)
For Skills SA funded training, all prospective students will complete the UAN process before a training account is created.
The UAN process will assess the students:

- Suitability for the course.
- Numeracy capability.
- Wellbeing considerations.
- Learning support requirements.
- Digital literacy capability.
- Literacy capability.
- Personal barriers to participation.

Identification of Support Needs
Support needs may be identified through:

- Enrolment documentation.
- UAN activities.
- LLND assessments.
- Student support meetings.
- Trainer observations.
- Student self-disclosure.
- Employer feedback.
- Attendance and progression monitoring.
- Student survey answers.

TYPES OF SUPPORT AVAILABLE

ATEC may provide or arrange access to the following supports:

Learning and Training Support

- Additional trainer support.
- Foundation skills assistance.
- Assessment guidance.
- Modified delivery approaches.
- Learning resource adaptations.
- One-on-one coaching.
- Study skills assistance.
- Additional practice activities.
- Additional learning time.
- Digital literacy support.
- Flexible learning schedules.

Reasonable Adjustment
Where appropriate, ATEC may implement reasonable adjustments such as:

- Modified assessment methods.
- Adaptive technologies.
- Reader or scribe assistance.
- Additional assessment time.
- Alternative learning materials.
- Alternative assessment environments.

Reasonable adjustment will not compromise the integrity of the assessment, unit requirements or cause unjustifiable hardship to ATEC. Students may request reasonable adjustment before enrolment or at any time during training by contacting Student Administration, their trainer and assessor, or a SWS coach. Refer to Reasonable Adjustment policy and procedure for further information.

Wellbeing Support
ATEC recognises that personal circumstances may impact a student's ability to participate in training.
Support may include:

- Welfare check-ins.
- Referral to counselling services.
- Referral to community agencies.
- Referral to mentoring services.
- Referral to housing services.
- Referral to financial support services.
- Referral to crisis support services.

Skills SA funded students may be referred to approved Success and Wellbeing Services (SWS) providers where appropriate.

Diversity and Inclusion Support

ATEC will provide a learning environment that supports:

- Students with disability.
- Regional and remote learners.
- Mature-aged learners.
- Aboriginal and Torres Strait Islander peoples.
- School-based students.
- Students with caring responsibilities.
- Students from culturally and linguistically diverse backgrounds.

Staff are supported through training and professional development to understand and respond to diverse learner needs.

INFORMATION, ACCESS AND COSTS

ATEC will explain how students can access internal and external support, including contact points, availability, eligibility criteria, expected response times and any known fees. Students will be advised before referral if a service is delivered by a third party, may involve a cost, has limited availability or requires the student to provide additional information or consent.

URGENT RISK AND SAFEGUARDING

Staff must immediately escalate serious health, safety, wellbeing or safeguarding risks under ATEC's emergency procedures. Staff are not expected to provide clinical intervention. Actions may include notifying an authorised manager, contacting emergency services, referring to a specialist service and documenting the response.

CONSENT, PRIVACY AND INFORMATION SHARING

ATEC will handle student support information only as authorised or required by law and under its Privacy Policy. Students will be told why information is collected, how it will be used, who may receive it and the limits of confidentiality. Consent will be obtained before sharing information with employers or external providers, and access will be limited to authorised staff. ATEC may act without consent were permitted or required to address a serious and immediate health or safety risk.

REFERRAL TO EXTERNAL SERVICES

Where a student's needs exceed the support that can reasonably be provided by ATEC, the student will be referred to appropriate external services.

These may include:

- Success and Wellbeing Services (SWS).
- Mental health services.
- Counselling services.
- Financial counselling.
- Community support organisations.
- Disability support services.
- Crisis and emergency support services.

SUPPORT PLANS

Where additional training and assessment support is required, ATEC may develop a SUP-FRM-011 Student Support Plan.

Support plans will:

- Identify support needs.
- Specify review dates.
- Document agreed reasonable adjustments.
- Allocate responsibilities.

Support plans will be reviewed on the dates specified in the plan and earlier where the student's circumstances, training arrangements, assessment requirements, attendance, progression or support effectiveness change. Review outcomes, consultation with the student and any amendments to responsibilities, adjustments or referrals will be documented. Support plans will be securely saved in the student management system.

MONITORING STUDENT PROGRESS

ATEC will monitor:

- Attendance.
- Course progression.
- Assessment outcomes.
- Student engagement.
- Withdrawals.
- Complaints and feedback.

When monitoring identifies a risk of non-completion, ATEC will promptly identify the cause, contact the student, document the agreed supports and monitor effectiveness. If the student cannot be contacted or declines support, ATEC will record contact attempts, information provided and any resulting enrolment action.

ROLES AND RESPONSIBILITIES

- **Senior Management**: Responsible for ensuring adequate resources and competent personnel are available to deliver student support; approving this policy and material changes; maintaining appropriate external service arrangements.
- **Student Administration Staff**: Responsible for conducting and coordinating the UAN process, recording support requirements and referring students to support services.
- **Trainers and Assessors**: Responsible for monitoring learner progress, identifying emerging support needs, implementing approved support strategies and referring students to additional supports when required.
- **Students**: Responsible for participating in support activities, advising ATEC of support needs and engaging with agreed support strategies.

RELATED LEGISLATION AND DOCUMENTATION

- Standards for Registered Training Organisations (RTOs) 2025
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Privacy Act 1988
- IND002 Student Handbook
- TRN-POL-010 Reasonable Adjustment Policy
- TRN-PRO-DOC-001 Reasonable Adjustment Procedure
- SUP-PRO-DOC-010.1 Client Complaints & Feedback Procedure
- SUP-POL-019 Privacy Policy
- TRN-POL-009 Student Code of Conduct
- SUP-POL-022 Student Support Policy
- SUP-FRM-011 Support Plan
- SUP-FRM-014 Student Support Plan Review
- IND002 Student Handbook
- IND003 Student Support Services Guide