

1. Purpose:

- 1.1** Skills Training Australasia (STA) is committed to providing comprehensive, equitable, and responsive support services to all students (domestic, international, and those under government-funded programs). This policy outlines the framework for delivering student support and monitoring academic progression in alignment with relevant legislations and standards.
- 1.2** This policy outlines STA's approach to identifying, providing, and coordinating both academic and non-academic support, either internally or via external referral. Recognising that students may experience a range of individual circumstances and challenges, STA's support framework is designed to respond flexibly and appropriately to student needs.

2. Policy Statement:

STA provides timely and effective support services to all students, tailored to individual needs and circumstances. Support services address academic, language, and personal challenges to promote student success and progression. STA does not charge for referrals to external support services.

STA's principles include:

- Fair access to support regardless of background or enrolment type.
- Continuous monitoring and intervention for academic progression.
- Respect for privacy, safety, and wellbeing of all students.

3. Scope:

This policy applies to all current and prospective students of STA, including those enrolled in domestic, international (CRICOS), or government-funded training programs. It also applies to all STA staff engaged in student support and progression, including but not limited to trainers and assessors, student support officers, and administrative personnel.

4. Definitions:

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients 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 the achievement of suitable outcomes.

ACSF means the Australian Core Skills Framework.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

LLND means Language, Literacy, Numeracy and Digital skills, which are essential for effective participation in education, training, the workplace, and society. This includes an individual's ability to read, write and speak in English, use numerical concepts to solve problems, and confidently navigate digital technologies. LLND supports learners in achieving personal, educational, and professional goals, and in developing their full potential.

Literacy means an individual's ability to read and write in English.

Reasonable Adjustment is a legislative term that, for VET, refers to a measure or action taken by an education provider to enable learners with disability to participate in education and training on the same basis as learners without disability.

Support Services includes academic and non-academic services provided to assist students in successful course completion and personal wellbeing.

VET Student Loan (VSL) Common Definitions:

Student means an enrolled learner that has agreed to use the services provided by Benchmark.

VET means vocational education and training.

Approved courses are courses delivered only by an approved course provider that has been approved to offer that particular approved course.

CAN means the Commonwealth Assistance Notice which is issued after the Census date and includes information about the student's enrolment, any HELP debt incurred, or Student contribution amounts paid to date and any loan fee incurred.

Census Day is the day the student incurs financial liability for the unit of study. Students may cancel their enrolment by the census day without incurring tuition fees (or a HELP or VET Student Loans debt) for the course or the part of the course.

CHESSN is the Student ID issued as part of the Student's Commonwealth Assessment Notice (CAN).

Covered fees are the amount of the course tuition fees to be covered by a VET Student Loan and is set out on the Student's VET Student Loans Statement of Covered Fees.

Course loan cap means the total amount of loan an eligible student may access for a particular course.

Fee periods are the tuition fees for the course which are proportionately distributed across at

least three sequential fee periods. Each fee period contains at least one Census Day. Therefore, there are at least three census days/three units over the course.

Gap fees are the difference between the covered fees and the total tuition fee for a course.

Genuine student is one that has been determined by the RTO as having demonstrated they are reasonably engaged in the course and have completed the student progression requirements.

Provider fee limit is the maximum dollar amount for VET Student Loans that can be paid to an approved course provider for a particular period of time and/or for a particular approved course(s).

Tuition fees are the total fees for the course (including the covered fees plus any gap fee).

5. Responsibilities:

5.1 Chief Executive Officer (CEO) – responsible for ensuring that STA's student support and progression systems are compliant, adequately resourced, and aligned with strategic and regulatory requirements. This includes promoting a student-centred culture, allocating

appropriate resources, and reviewing key reports on student engagement, progression, and welfare risks to support continuous improvement.

5.2 VET Manager, Operations – oversees the implementation of student support and progression policies, ensuring consistency across programs. They monitor academic performance, consult with trainers and assessors, and coordinate appropriate academic interventions to address both systemic and individual needs. The role also involves advising staff on effective support strategies and identifying opportunities for professional development.

5.3 Trainers and Assessors – responsible for monitoring student engagement, identifying those at risk, and providing timely academic support. They tailor learning plans where reasonable, offer targeted resources to support competency achievement, and document all interventions. Collaboration with Student Support Officers ensures broader issues impacting student success are addressed.

5.4 Student Support Officer (SSO) – serves as the primary contact for students seeking academic, personal, or welfare-related assistance. They support international students in adjusting to life and study in Australia, and assist domestic students, including those from disadvantaged backgrounds, by connecting them with internal and external services. The SSO maintains strong knowledge of local support networks and ensures all interactions and referrals are appropriately documented.

6. Procedures

6.1 Student Enrolment and Induction

During the enrolment and induction process, STA staff ensure students receive clear, accurate, and timely information about their course, assessment requirements, and available academic and non-academic support services.

This process includes:

- Providing guidance to students on suitable course options, taking into account their goals, existing skills, and individual needs;
- Informing eligible students about the availability of VET Student Loans (VSL) and the progression requirements associated with loan access;
- Conducting LLND (Language, Literacy, Numeracy, and Digital) screening using approved ACSF-aligned tools to identify any learning support needs;
- Documenting LLND outcomes and collaborating with students to develop appropriate support or individual learning plans as required;
- Objectively assessing eligibility for enrolment, special needs, or reasonable adjustment requirements;
- Referring students to external support services where needed, at no cost to the student;
- For international students, providing information on visa conditions, access to Overseas Student Health Cover (OSHC), complaints and appeals processes, and support services in accordance with the National Code 2018.

6.2 Support Services Provided

a) Academic:

- Individual coaching and tutoring
- Trainer consultation sessions, available by appointment or scheduled drop-in times, to provide students with direct access to their trainers for academic queries
- LLN support based on ACSF assessment
- Assessment extensions or alternative modes (reasonable adjustment)
- Learning plan adjustments, including flexible scheduling or pacing, where appropriate

and within course and funding requirements, to help students stay on track

b) Non-Academic:

- Translation and interpreting services if required
- Access to equipment, resources, or assistive technologies that support students with disabilities or additional needs, in line with STA's Access and Equity principles and the LLND.
- Referrals to financial counselling or support services for students experiencing financial hardship.
- Support for students affected by domestic or family violence, including referral to specialised external services.
- **Mental health support through** referral to appropriate community-based counselling or health services.
- Support services for student-parents, including guidance on childcare options or flexible study arrangements.
- Other welfare-related referrals or services identified through consultation between STA and the student, to support the achievement of learning outcomes and course progression.

All support services and referral contacts are listed in the Student Handbook.

6.3 Monitoring Student Progress

- Trainers monitor engagement and progression at regular intervals.
- Students' attendance and course progress are monitored as per Monitoring Course Progress Policy.
- Unsatisfactory progression triggers an Intervention Strategy, including:
 - Meeting with the student
 - Updating Individual Support Plan
 - Referral to support services
 - Ongoing progress review meetings
- refer them to appropriate external support services if necessary.

6.4 Unsatisfactory Student Progression

A student may be considered to be making unsatisfactory course progression if they:

- Frequently arrive late or are absent without notice;
- Fail to attend or engage in scheduled training and assessment activities;
- Do not submit assessments by the due dates without an approved extension;
- Show minimal participation in learning or assessment as determined by the trainer/assessor;
- Are unsuccessful in achieving competency in the same unit after three attempts; or
- **Do not complete the course within the** designated timeframe outlined in the Course Outline or Training Plan.

When these conditions are observed, STA will implement a formal intervention strategy to assist the student as per the Monitoring Course Progress Policy.

6.5 Deferral of Studies

If a student indicates the need to defer their studies due to personal or academic challenges, STA will first explore support options to help the student remain enrolled. If deferral is still considered the best option, this will be managed in accordance with the Withdrawal and Deferment Policy. An updated Individual Learning Plan or Support Plan will be developed upon return to ensure a smooth transition back into study.

6.6 VET Student Loans (VSL) – Additional Requirements

As part of VET Student Loan compliance, STA issues regular **VSL Fee Notices** and

requires students to complete **Progression Forms** during their course. By submitting the form, students confirm their continued engagement and consent for tuition fees to be covered by the loan.

Only students who actively participate in their course and meet progression obligations will be considered **genuine students**, which is a requirement under the VET Student Loans Rules. Students who do not engage may become ineligible for further VSL funding.

6.7 Compliance and Reporting

STA maintains full compliance with relevant frameworks by:

- Ensuring all VSL applications are submitted accurately and within required timeframes;
- Keeping detailed records of enrolments, student progression, support interventions, and loan usage;
- Reporting to relevant government departments in accordance with funding or legislative requirements.

6.8 Feedback and Recordkeeping

STA is committed to continuous improvement of its student support services. Feedback is actively sought through surveys, direct communication, and informal check-ins. Suggestions and concerns are reviewed and used to inform service delivery improvements.

All student support interactions, progression plans, referrals, and academic outcomes are documented and stored securely in line with STA's **Privacy Policy** and **Records Management Procedures**.

7. Approval Authority

This Policy and Procedure is approved by the CEO.

8. References

8.1 Standards for Registered Training Organisations (RTOs) 2025

8.2 National Code of Practice for Providers of Education and Training to Overseas Students 2018

8.3 VET Student Loans Act 2016 and VET Student Loans Rules 2016

8.4 Smart and Skilled Operating Guidelines

Student Support and Progression

Policy and Procedure

Revision History:

Rev	Description of Change	Author	Effective Date
1.0	New policy developed to consolidate and strengthen STA's existing student-related policies and procedures relating to academic support, LLND, progression, and deferral. This policy supports the Monitoring Course Progress Policy and aligns with VET Student Loans and RTO compliance requirements.	CEO	27 June 2025