



Institute of International Studies

RTO CODE 45883

POLICY & PROCEDURES · LEARNER SUPPORT & WELFARE

Student Support

Policy and Associated Procedures

POLICY AREA

Learner Support, Welfare, Accessibility and Academic Assistance

STANDARDS REFERENCE

Outcome Standards 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6; Disability Standards for Education 2005

RESPONSIBILITY

CEO, RTO Manager, Student Support Officer, Administration Officer, Trainers and Assessors

CLASSIFICATION

Internal Learner Support and Welfare Policy

01 Purpose

The purpose of this Student Support Policy and Associated Procedures is to define the Institute of International Studies (IOIS) approach to the **systematic identification, planning, and delivery of academic and welfare support** for students. It ensures that all students receive timely, appropriate, and effective support so they can engage in training and assessment, address individual learning or personal challenges, and progress through and complete their studies.

The policy sets out a structured framework for identifying students who may need additional academic, wellbeing, or personal support, and for responding through intervention, referral, and ongoing monitoring. IOIS recognises that students may face barriers such as language, literacy, numeracy, and digital (LLND) challenges, personal or financial pressures, health and wellbeing issues, or unfamiliarity with vocational education and training.

Support is integrated into IOIS training and assessment and delivered in a way that is equitable, culturally safe, and responsive to individual circumstances. Because IOIS delivers its courses **online**, the policy pays particular attention to keeping students connected and engaged, and to identifying students at risk early.

This policy supports compliance with the **Standards for RTOs 2025**, particularly **Outcome Standards 2.1 to 2.6** on information, training support, diversity and inclusion, and student wellbeing, and with the **Disability Discrimination Act 1992 (Cth)** and the **Disability Standards for Education 2005**.

02 Scope

- This policy applies to all students enrolled with IOIS, regardless of qualification, unit of competency, location, or stage of enrolment. It covers the full student lifecycle, from pre-enrolment and orientation through training, assessment, and progress monitoring to completion or withdrawal.
- It applies to all IOIS personnel who support students, including the CEO, RTO Manager, trainers and assessors, the Student Support Officer, and administrative staff. All staff must apply this policy consistently so that support needs are identified early and addressed appropriately.
- It also extends to any third parties or education agents engaged by IOIS who have a role in student communication, support, or referral. They must act within their authorised scope and IOIS policies. IOIS remains responsible for the coordination, quality, and effectiveness of student support at all times.

03 Policy Statements

3.1 Commitment to Student Support

IOIS is committed to a supportive, inclusive, and learner-centred environment in which all students have **equitable access to the support they need** to complete their studies. Support is respectful, culturally safe, and responsive to individual circumstances, and may be provided directly by IOIS staff or through referral to external services. IOIS provides or facilitates support in the following areas:

01

LLND SUPPORT

Identification of language, literacy, numeracy, and digital needs through the Course Entry Interview and ongoing monitoring, with targeted support, resources, and reasonable adjustments.

02

DIGITAL ACCESS

Help to use Moodle, Microsoft Teams, and digital assessment tools, and guidance on the hardware, software, and internet connection needed for online study.

03

DISABILITY AND ADJUSTMENTS

Reasonable adjustments for students with disability, injury, or health conditions so they can take part on an equal basis, without changing the competency standard.

04

ACADEMIC ASSISTANCE

Study skills, time management, assessment preparation, help understanding assessment requirements, and constructive feedback to support improvement.

05

WELLBEING AND PERSONAL SUPPORT

Help for students experiencing personal, cultural, emotional, or wellbeing challenges, including referral to internal or external services.

06

CONNECTION AND BELONGING

Online activities that encourage participation and peer interaction, reduce isolation, and build a sense of belonging in the learning community.

COST OF SUPPORT

Support services provided by IOIS are **included in course fees** and there is no extra charge. Where a student is referred to an external service that charges a fee, IOIS tells the student before the referral is made.

3.2 Types of Support Provided

Support is tailored to individual circumstances and provided by IOIS or through referral to external organisations where specialist help is needed.

- **Academic support:** one-to-one or small-group help over Microsoft Teams, clarification of unit requirements and assessment tasks, guidance on planning and submitting assessments, and support with study skills such as time management, research, and academic writing. Additional resources may be provided to address identified gaps.
- **Wellbeing support:** where students experience stress, anxiety, or personal challenges, IOIS provides guidance and may refer them to counselling, mental health professionals, or community organisations, along with practical guidance on managing stress and study-life balance.
- **Learning resources:** supplementary readings, instructional videos, digital content, discussion forums, and study skills guides on Moodle, selected to suit diverse learning preferences.
- **Reasonable adjustments:** where a student has an identified need, adjustments may include extra time, alternative formats such as oral responses, clarified instructions, assistive technology, or flexible scheduling of online sessions, always maintaining the integrity of the training product.
- **Social support:** online orientation, peer or buddy arrangements, facilitated forum discussions, and optional online social or cultural activities that promote connection among students.
- **External referrals:** where needs go beyond what IOIS can reasonably provide, referral to services such as community or cultural organisations, financial counselling, medical practitioners, disability support, or other specialist providers, with the student's consent.

IF A STUDENT NEEDS URGENT HELP

Emergency (danger to life or safety): call 000.

Lifeline (24/7 crisis support): 13 11 14

Beyond Blue (mental health support): 1300 22 4636

1800RESPECT (family, domestic and sexual violence): 1800 737 732

Staff who believe a student is at risk of serious harm act immediately under the **Critical Incident Policy and Associated Procedures**. These contacts are also listed in the Student Handbook and on Moodle.

3.3 Support Information

IOIS tells students about academic and welfare support at several stages so they know what is available and seek help early:

- **Course Entry Interview:** prospective students are told about available support and how to request it or be referred, which also helps identify initial needs.
- **Orientation:** IOIS explains how to access support, the roles of key staff, and the importance of asking for help early.
- **Student Handbook:** sets out available support, contact details, referral processes, any costs, and student rights and responsibilities.
- **Ongoing communication:** course guides, trainer reminders, Moodle announcements, and emails regularly remind students of support and how to access it.

3.4 Student Support Planning

IOIS takes a proactive, structured approach so that academic and welfare needs are identified early and addressed promptly. The main way of identifying individual needs is the **Course Entry Interview** before enrolment, which considers academic readiness, LLND skills, digital capability, prior learning, and personal or wellbeing factors that may affect study.

Where a student needs additional support, IOIS develops a **Student Support Plan** with the student. The plan records the student's academic and wellbeing needs, agreed strategies, responsible staff, timeframes, and any reasonable adjustments or referrals. Plans are reviewed regularly, weekly at a minimum or more often for complex needs, and progress notes record improvements and further actions.

Students are actively involved in reviewing their plan. They reflect on their progress, give feedback on what is working, and take part in decisions about changes.

3.5 Disability and Reasonable Adjustment

IOIS supports students with disability, injury, medical conditions, or other individual needs through **reasonable adjustments** made in line with the **Disability Discrimination Act 1992** and the **Disability Standards for Education 2005**, so that they can take part in training and assessment on the same basis as other students.

- Adjustments are decided case by case, based on the student's disclosed needs, supporting documentation where appropriate, and consultation with the student. They may relate to learning activities, assessment methods, scheduling, or access to online resources.
- Adjustments maintain the integrity of the unit of competency. They do not lower the competency standard or change the evidence required to demonstrate competence.
- If IOIS considers that a requested adjustment is not reasonable, it discusses alternatives with the student, explains its reasons in writing, and tells the student how to seek a review under the Appeals Policy and Associated Procedures.
- Information about a student's disability or support needs is kept confidential and shared only with staff who need it, with the student's consent. Adjustments are reviewed regularly to make sure they remain effective.

3.6 Staffing and Resources

- IOIS ensures that there are enough suitably qualified staff and resources to identify, coordinate, and deliver student support promptly for all learners.
- All staff, including trainers, assessors, and administrative personnel, receive guidance and training to recognise early signs of academic difficulty, disengagement, or wellbeing concerns, and must refer students promptly to the **Student Support Officer**. The Student Support Officer escalates academic progress concerns and high-risk matters to the **RTO Manager**.
- Specific role responsibilities are set out in section 5.

3.7 Privacy and Confidentiality

- Support records are kept securely and handled under the **Privacy Policy and Associated Procedures**. Information is shared with other staff or external services only with the student's consent, except where IOIS reasonably believes disclosure is necessary to lessen or prevent a serious threat to someone's life, health, or safety, or where the law requires it.

3.8 Feedback and Continuous Improvement

- IOIS seeks student feedback on the effectiveness, accessibility, and quality of support through surveys, course evaluations, and other feedback channels at different stages of enrolment.
- Feedback is reviewed and analysed to identify trends, strengths, and areas for improvement, and the findings are used to improve support strategies, resources, staff training, and referral pathways.
- The **External Support Services Directory** is reviewed at least annually so that students are referred to current and suitable services.

04 Procedures

THE SUPPORT JOURNEY



4.1 Assess Support Needs During Course Development

- When designing or reviewing a course, IOIS identifies the likely academic and welfare needs of the intended students, including LLND requirements, the digital demands of online study, assessment complexity, and known challenges for the learner profile.
- IOIS reviews outcomes and feedback from previous or comparable cohorts, including completion data, support records, complaints, and learner feedback, to identify recurring issues or gaps.
- Planned support measures are documented in the **Training and Assessment Strategy (TAS)** and, where relevant, in the Course Brochure.
- The Student Handbook and Orientation program are updated whenever a course is added, revised, or delivered to a new cohort, and all relevant staff have access to current support procedures, referral pathways, and contact details.

4.2 Assess Individual Student Support Needs

- All new students take part in a **Course Entry Interview** before enrolment, including LLND and digital literacy checks, to assess readiness and identify support needs early.
- For current students, where academic difficulty, disengagement, or wellbeing concerns are identified, the Student Support Officer conducts a **support interview within five (5) working days** of the need being identified.
- Identified needs and agreed strategies are recorded on the **Student Support Plan Form**, and the student receives a copy **within five (5) working days** of the interview.
- Where needs go beyond what IOIS can reasonably provide, the student is referred to suitable external services with their consent.

4.3 Develop and Monitor the Student Support Plan

- Each plan sets out the student's needs, the actions and strategies to be used, the staff responsible, and the review dates.
- Plans are monitored with **weekly check-ins as a minimum**, and more often for acute or complex needs. Monitoring may include progress reviews, engagement and participation checks, assessment outcomes, and wellbeing discussions.
- Progress notes record actions taken, student engagement, outcomes, and any changes to strategies.
- When the student's needs have been met, the plan is finalised with a brief progress report summarising outcomes and the effectiveness of the support. The student receives a copy and is asked for feedback.

4.4 Orientation Program

- IOIS delivers an online **Orientation Program** before or on the first day of training, using the approved Orientation presentation and resources, which are reviewed regularly.
- Orientation covers course structure and expectations, training and assessment requirements, how to use Moodle and Microsoft Teams, assessment submission, academic integrity, the Student Code of Conduct, student support services, reasonable adjustments, and the complaints and appeals processes.
- Students can ask questions throughout. Attendance is recorded and kept as evidence that students received the required information. Students who miss orientation are given the recording or a catch-up session.

4.5 Ongoing Monitoring

- Trainers and assessors monitor student engagement, participation in online sessions, Moodle activity, assessment progress, and academic performance. Where a student appears at risk of non-completion, disengagement, or academic difficulty, they notify the **Student Support Officer** promptly.
- Where a student's needs change, the Support Plan is reviewed with the student and may include revised strategies, more wellbeing support, reasonable adjustments, or referral.

- The effectiveness of support is evaluated at course completion using learner outcomes, completion and withdrawal data, support records, and student feedback.
- Improvement actions arising from monitoring, evaluation, or feedback are recorded in the **Continuous Improvement Register** and tracked to completion.

05 Responsibilities

ROLE	RESPONSIBILITIES
CEO	Ensures adequate resources, staffing, systems, and governance are in place for effective academic and welfare support, so IOIS can meet its learner support obligations.
RTO Manager	Provides academic oversight, compliance monitoring, and quality assurance of student support: embeds support in training and assessment planning, reviews trends and risks, monitors the effectiveness of interventions, approves complex reasonable adjustments, manages academic progress concerns, and ensures improvement actions are implemented.
Student Support Officer	Coordinates day-to-day support: informs students about services, conducts support interviews, develops and monitors Support Plans, follows up with students, keeps support records, manages the External Support Services Directory, arranges referrals with consent, and escalates complex or high-risk matters to the RTO Manager.
Administration Officer	Supports administration: maintains student records, stores support documents securely, updates the student management system, records orientation attendance, and protects the confidentiality of student information.
Trainers and Assessors	Monitor engagement, participation, progress, and assessment performance; promptly report academic, engagement, or wellbeing concerns to the Student Support Officer; and implement approved support strategies and reasonable adjustments.



06 Related Documents

- Course Entry Interview Form
- Student Support Plan Form
- External Support Services Directory
- Student Handbook
- Orientation Program presentation
- Continuous Improvement Register
- Student Enrolment and Completion Policy and Associated Procedures
- Access & Equity Policy and Associated Procedures
- Student Code of Conduct Policy and Associated Procedures
- Critical Incident Policy and Associated Procedures
- Privacy Policy and Associated Procedures
- Complaints Policy and Associated Procedures
- Appeals Policy and Associated Procedures



Document Version Control

DOCUMENT TITLE	IOIS Student Support Policy and Associated Procedures
REVIEWED BY	Compliance Manager
APPROVED BY	Chief Executive Officer
NEXT REVIEW DUE	October 2027

VERSION	CHANGELOG	DATE
1.0	New policy developed to define student support processes, including identification of support needs and provision of academic and wellbeing assistance, ensuring compliance with the Standards for RTOs 2025.	July 2025
1.1	Revised for online delivery; Academic Manager replaced by RTO Manager and a single referral path set (staff to Student Support Officer, escalation to RTO Manager); LLN updated to LLND; Disability Discrimination Act added and written reasons with review rights where an adjustment is declined; urgent help contacts and link to the Critical Incident Policy added; cost of support, privacy and consent, and orientation catch-up added; section numbering and related document names corrected	October 2026