



Mastery Institute Australia

**Student Support and Wellbeing
Policy and Procedure**

Version 1.0

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1. Purpose

Purpose of the Student Support and Welfare Policy is to foster an environment which is conducive to effective learning and in which each student feels safe and supported and contributes in a positive manner to MIA community. This policy compliments college's other relevant policies and procedures, including the Health and Safety Policy and Procedure, and emphasises college's commitment to supporting student learning and well-being, and promoting a positive learning environment for all involved.

This policy provides a student support mechanism that not only provides academic and learning support services but also an opportunity for students to access welfare-related support services to assist with issues that may arise during their study.

2. Scope

This policy applies to all the current and prospective clients of MIA.

3. Definitions

Student: Means a learner, enterprise or organisation that uses or purchases the services provided by an RTO

Student Support Services: Means the services provided by MIA to students in order to assist and support the successful achievement of learning outcomes. Services may include (but are not limited to):

- Study and learning support and study skills programs;
- Language, Literacy, Numeracy and Digital Proficiency (LLND) programs or referrals to these programs;
- Equipment, resources and/or programs to increase access for learners with disabilities;
- 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) support;
- Learning materials in alternative formats, for example, in large print

Welfare Related Services: Services which address the mental, physical, social and spiritual well-being of students. These services may include, through direct provision or referral, information/advice about accommodation, counselling, crisis services, disabilities and equity issues, financial matters, legal issues, medical issues, mental health, peer mentoring, programmes promoting social interaction, religious and spiritual matters, and stress-management

4. Legislative Context

MIA acknowledges its obligation under various federal and local government acts and regulations including;

- National Vocational Education and Training Regulator Act 2011 (Cth)
- Education Services for Overseas Students (ESOS) Act 2000
- Commonwealth Human Rights and Equal Opportunity Commission Act 1986
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Equal Opportunity Act 1995

5. Policy

5.1 MIA is committed to providing appropriate support and welfare services to students to enable and provide them an environment, in which each student feels safe and supported, and contributes in a positive manner to MIA community.

5.2 MIA shall ensure that appropriate student support services are available to assist students in completing their studies and reaching their academic goals.

5.3 STUDENT SUPPORT MECHANISM

5.3.1 Student Support and Safety

MIA is committed to providing and maintaining an environment that is without risks to the health, safety and security of MIA employees and students. MIA will achieve this by;

- Developing and implementing a Health and Safety Policy
- Developing and implementing policies on procedure to prevent and deal with any form of discrimination, harassment, or vilification of college employees and students
- Upholding the Student Code of conduct
- Appointing an OH&S/WHS representative
- Appointing a Student Support Officer to address academic support and welfare related services
- Providing referrals to external counselling services to students to deal with issues that are not within college's expertise, scope, or authority
- Keeping students abreast of any general security issues or concerns (relevant to international students in particular) as observed in media, or government announcements; and providing relevant information as appropriate
- Monitoring student course progress and providing academic and administrative support to all the students within college's policy framework to enable them to achieve their academic objectives



- There are many issues that may affect a student's social or personal life. Students will have access to the Student Support Officer to gain advice and guidance on personal, accommodation, or family/friend issues. Where the Student Support Officer feels, further support may be required, a referral to an appropriate external support service will be organised.

5.3.2 Student Handbook

- All current and prospective students will be provided with a Student Handbook containing all the essential information to adjust to life in Australia including external resources for international students, college facilities and resources to help them with their studies.
- A copy of the Student Handbook will also be available on college's website.

5.3.3 Student Support Officer

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

5.5 Academic and Learning Support

- Students may have concerns with their attendance, academic performance or other related issues that are placing them at risk of not achieving the requirements of their program or completing within the expected duration. MIA will, accordingly, provide an ongoing academic support to students in form of Language, Literacy, Numeracy and Digital Proficiency (LLND)



programs or referrals to these programs if needed, course progress intervention and academic support if deemed at risk of not completing the course on time, scheduled learning and study support sessions, and academic support for people with disability and learning difficulties.

- Students can access college's student support services by approaching either the Student Support Officer or any staff member in their immediate contact. Students will also be provided with a Student Concern form and additional information on the relevant policies and procedures to deal with and report any issues of concern or welfare.
- All students will have an unequivocal access to college resources and an equal opportunity to access college programs, services and resources, including Information Technology (IT), library, course and learning materials, access to academic and administrative staff members, avenues to lodge and resolve complaints, student welfare and student support services, and access to their administrative and academic records.

5.6 Students with LLND Needs

- LLND needs may be identified through pre-enrolment and pre-training assessments, during student orientation, and/or trainer/assessors' recommendations. MIA will analyse these needs and provide a strategy for assistance. These needs will be addressed through classroom learning and assessment activities over the duration of the program. MIA's Language, Literacy, Numeracy and Digital Proficiency (LLND) Policy further supports these needs.
- For all learners, LLND are key underpinning skills that will support their vocational learning, the development of their employability skills and their workplace communication skills whatever level of course or training they are doing (The Crux of the Matter, DET, 2011). Accordingly, MIA will embed LLND principles within its delivery and learning and assessment tasks.
- MIA uses Australian Core Skills Framework (ACSF) as a reference to assess current LLND skill levels.
- LLND needs may be identified through student's self-assessment (pre-enrolment), during student orientation, and/or trainer/assessors' recommendations. These needs will be addressed through classroom learning and assessment activities over the duration of the program.

5.8 Student Hardship

The requirements of study may present some students with hardship, due to economic, social, or other difficulties. Where genuine hardship exists, a student may seek permission to review their workload or other related matters.

To make a request, a student will be required to provide a letter to the Student Support Officer describing the reason for their hardship. It is essential to include evidence supporting a claim of hardship, for example:

- Financial hardship: Financial documents, pay slips or bank statements which indicate financial status;
- Medical grounds: Medical certificates stating nature of condition, duration;
- Family Situation: Doctor or Counsellor's report or recommendation, external community/welfare agency recommendation

Student Support Officer shall 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 procedures for accessing these services, including contact details of the Student Support Officer will be made available to all the students through;

- Student Handbook
- MIA Website
- Student Orientation Program

The Student Support Officer shall ensure that up-to-date information is available for student support services and that any contact details provided are current.

Students may access the Student Support Officer directly (e.g. email, phone), by contacting any administrative staff, Academic Manager, or via the front desk. The front desk shall also assist with organising appointments as soon as practicable.

6. Procedures

6.1 Identifying Student Support Needs

6.1.1 Receive enquiry from the prospective student

Receive enquiry from prospective student. This may be received via email, social media messaging, phone call, via the website or if the student physically walks into the premises.

6.1.2 Follow up the enquiry – Identify training needs

Contact the perspective student preferably by phone to discuss their interest in the relevant course and to determine if their training needs align with the services that MIA is offering.

If the person training needs cannot be supported by MIA, advise the person that MIA is not able to provide the training and advise them of some known alternatives or how they can find a course that better suits their needs using the government service.

6.1.3 Review enrolment form information

Once the perspective student has reviewed the pre enrolment information and they want to proceed with and enrolment application or course registration, they will submit the relevant form to MIA by email. The Admissions Manager will review the enrolment application in accordance with the enrolment procedure checklist and update the checklist accordingly. All evidence received as part of the enrolment application is to be retained on the students file within the student management system. Confirm if the student has identified any support requirements, wellbeing or disability needs. Confirm if any LLND support is required by reviewing the initial core skills assessment.

6.1.4 Administer language, literacy, numeracy and digital proficiency assessment (LLND)

Where additional LLND assessment is either indicated or required, organise the time for the student to attend MIA for LLND assessment to be facilitated. This will occur directly before the student is engaged in the enrolment interview. Please refer to: PP2.3 *Language Literacy and Numeracy Policy and Procedure*.

6.1.5 Undertake an enrolment interview

The Admissions Manager is to contact the student to organise and conduct the enrolment interview with all students. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the *Student Pre Enrolment Interview Form*. The topics to be discussed with the student may vary according to the student and the course. The following are the general points to be discussed to ensure the student is fully informed and ready to commence training. (Refer to: *Pre enrolment Policy and Procedures*)

The enrolment interview is a key step in the enrolment process to engage directly with the prospective student to identify support requirements.

6.1.6 Determine the need for student support prior to commencing the course

Consider any individual student needs communication in the enrolment application or the student's language, literacy, numeracy and digital proficiency to identify the need for support. If support is considered suitable, the Admissions Manager is to make a note and refer the students details to the Student Support Officer via email. If the student requires specialist support, contact the student and suggest specialist support options (ref to: *Language Literacy and Numeracy Policy and Procedure* and *Student Support and Wellbeing Policy and Procedure*). The Student Support Officer will communicate directly with the student and the relevant Trainer regarding support strategies.

6.1.7 Referral to Student Support Officer

Once the need for student support has been identified, the details of the student and the support requirements are to be communicated to the student support officer. This may be communicated via email. Team members handling this communication should exercise discretion and sensitivity and only communicate information that is necessary and always handle in confidence. Note: Student support needs must be treated and managed confidentially. Refer to: *PP4.10 - Privacy Protection Policy and Procedure*.

6.2 Planning and Implementing Student Support

6.2.1 Referral for student support received

The Student Support Officer receives communication identifying a student and potential student support that is required. The Student Support Officer will review this information together with the student's enrolment record which includes the completed enrolment form, interview record and LLND assessment to consider all of the information available on the student circumstances. The Student Support Officer is to organise a meeting with the student to plan student support. This meeting is best

conducted in-person but may be conducted using Zoom or Teams if an in-person meeting is not possible.

Note: Student support needs must be treated and managed confidentially. Refer to: *PP4.10 - Privacy Protection Policy and Procedure*.

6.2.2 Plan support

The Student Support Officer is to meet with the student to discuss the student's support requirements. The Student Support Officer is to brief the student on the type of support that can be provided internally and support options that can be access through referral.

The Student Support Officer is to explain to the student that where specialist support services are recommended by MIA (such as Counselling Support for example), students are advised that these services may incur additional cost by the service provider that is separate from the services provided by MIA. Students should verify the cost of these services with the provider before proceeding with these specialist support services. Students are also welcome and encouraged to use a services provider of their choosing. The student should be encouraged to make their own enquiries and satisfy themselves that the service is suitable for their needs.

6.2.3 Develop a Student Support Plan

The Student Support Officer is to develop and document a Student Support Plan considering all of the outcomes and considerations from reviewing the student records and meeting with the student to discuss support options. These are to be clearly documented within the form Student Support Plan.

This plan is to be presented to the student for confirmation and the student is to be provided a copy. If any adjustment is required at this point, these adjustments are to be made before it is finalised. The finalised Student Support Plan should be saved to the student record within the student management system.

6.2.4 Implement Student Support Plan.

Once the Student Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student.

6.2.5 Monitor and review

Regularly monitor the student's progress and adjust the Student Support Plan as needed to ensure that the student is making progress toward their goals. Follow up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student's progress. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined as no longer being required.



7. Review and Continuous Improvement

MIA shall ensure that its staff members who interact directly with overseas students are aware of the college's obligations under the ESOS framework and the potential implications for overseas students arising from the exercise of these obligations. Staff shall be required to undertake professional development activities to continuously apply their knowledge of the ESOS framework and requirements under the National Code 2018.

P&P Version Control	
Document No. & Name:	MIA Student Support and Wellbeing Policy and Procedure V1.0
Status:	Approved
Approved By:	CEO
Approval Date:	30/05/2025
Review Date:	30/05/2026
Standards:	Outcome Standards for RTOs, Standard 2.3 and 2.6
Responsibility	CEO and Compliance Team
Reference	Outcome Standards for RTOs, Standard 2.3, VET students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product. The RTO demonstrates: (a) how it determines the training support services to be provided to each VET student and makes these available, (b) VET students have reasonable access to trainers and assessors and other staff (c) VET students are informed about how and when they can access trainers and assessors and other staff, and (d) VET students receive timely responses to queries. Outcome Standards for RTOs, Standard 2.6, The wellbeing needs of the VET student cohort are identified, and strategies are put in place to support these needs. The RTO demonstrates: (a) it identifies the wellbeing needs of the VET student cohort, as relevant to the training content, and appropriate wellbeing support services, and (b) it advises VET students of the actions they can take, the staff they may contact and the wellbeing support services that are available.