



TRAINING & PERSONNEL AUSTRALIA

ABN: 56 234 187 541

24/7 Ph: 1300 TOP JOB / RTO# 41096



STUDENT WELLBEING AND SUPPORT POLICY AND PROCEDURE

Maritime and General Programs – Career Start, Career Boost & Fee-for-Service

1. Applicable Standards, Contracts and Legislation

This Student Wellbeing and Support Policy and Procedure supports compliance with the following:

- 2025 Standards for Registered Training Organisations – Outcome Standards:
 - 2.3 – VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product;
 - 2.4 – Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis;
 - 2.5 – The learning environment promotes and supports the diversity of VET students;
 - 2.6 – The wellbeing needs of the VET student cohort are identified and strategies are put in place to support these needs.
- Vocational Education and Training Skills Assure Supplier Agreement (SAS Agreement) 2025–2028 and Skills Assure Supplier Policy 2025–2028 – including the requirements to:
 - Conduct a Pre-Enrolment Assessment (PEA) with each prospective student to determine suitability and identify any learning support needs or reasonable adjustments required before training begins;
 - Provide targeted support to meet the diverse needs of individual learners (including inclusive practice for priority cohorts);
 - Make reasonable adjustments to support equitable access and participation; and
 - Support foundation skills / LLND needs (directly or by partnering with an approved foundation skills provider where TPA is not approved to deliver foundation skills).
- Career Start Program Policy 2025–28 and Career Boost Program Policy 2025–28
- Disability Discrimination Act 1992 (Cth) and Disability Standards for Education 2005
- Anti-Discrimination Act 1991 (Qld)
- Work Health and Safety Act 2011 (Qld) (psychosocial hazards)
- Privacy Act 1988 (Cth)
- QMS Pillars related to Student Support / Wellbeing (SJ2 or equivalent mapping to Outcome Standards 2.3–2.6).

2. Purpose

Training & Personnel Australia (TPA) is committed to ensuring that all students receive appropriate learning, wellbeing and support services so they can successfully complete their training and assessment. This policy outlines how TPA identifies individual and cohort needs, provides access to support, makes reasonable adjustments, promotes diversity and inclusion, and supports student wellbeing.

It applies to all learners enrolled in Career Start, Career Boost and Fee-for-Service programs delivered by TPA.

3. Definitions

- Pre-Enrolment Assessment (PEA) – The process required under the SAS Policy to determine a prospective student's suitability for the program/qualification and to identify any learning support needs or reasonable adjustments before training begins.
- Reasonable adjustment – A measure or action taken to assist a student with disability to participate in education and training on the same basis as students without disability, without compromising the integrity of the assessment.
- LLND – Language, Literacy, Numeracy and Digital skills.
- Wellbeing needs – Factors that may affect a student's ability to engage successfully with training, including mental health, physical health, cultural safety, financial or social pressures, and work-life balance.
- Priority cohorts – Groups identified under SAS Policy for inclusive practice support (e.g. Aboriginal and Torres Strait Islander peoples, people with disability, people from non-English speaking backgrounds).

4. Policy Principles

TPA will:

- Identify the learning, wellbeing and support needs of the intended student cohort during course development and document strategies in the Training and Assessment Strategy (TAS).
- Conduct a Pre-Enrolment Assessment (including discussion of support needs and LLND considerations) with every prospective student.
- Inform all students, before and during enrolment, about the support services available and how to access them.
- Provide access to trainers, assessors and support staff, and respond to student queries in a timely manner.
- Make reasonable adjustments for students with disability so they can access and participate on an equal basis.
- Foster a safe, inclusive and culturally supportive learning environment that respects diversity, including cultural safety for First Nations students.
- Identify cohort wellbeing needs and put practical strategies in place to support them.
- Collect and use feedback to continuously improve support services.

5. Needs Identification

Student needs are identified through:

- Analysis of the target cohort and training product during course design and TAS development.

- Information provided on the enrolment form and during the Pre-Enrolment Assessment / course entry discussion.
- LLND assessment (or equivalent) where required to determine suitability and support needs.
- Ongoing monitoring and early intervention during training delivery.

Support needs may include low LLND or digital literacy, disability or medical conditions, cultural or social factors, financial or access barriers, or wellbeing concerns.

6. Provision of Learning and Support Services

TPA provides a range of internal and external support options, including:

- One-to-one support from trainers and assessors
- Additional tutorials or supplementary learning resources
- Access to equipment, technology or materials where reasonably available
- Reasonable adjustments to training and assessment (without compromising the integrity of the unit or qualification)
- Referral to external specialist services (mental health, counselling, financial counselling, disability advocacy, Aboriginal and Torres Strait Islander support services, etc.)
- Referral to a foundation skills provider where LLND support beyond TPA's scope is required under Career Start.

Students are informed of available support services at pre-enrolment, orientation and on an ongoing basis. Information is published in the Student Handbook and on the TPA website.

7. Diversity, Inclusion and Cultural Safety

TPA is committed to a learning environment in which all students feel safe, valued and respected. This includes:

- Freedom from discrimination, harassment and bullying
- Reasonable adjustments and inclusive practices for diverse learning needs
- Cultural safety for Aboriginal and Torres Strait Islander students (acknowledgement of Country, culturally appropriate materials and approaches, staff cultural awareness)
- Support for students from diverse linguistic and cultural backgrounds
- Promotion of equity and fairness across all policies and practices.

8. Wellbeing Support

TPA systematically identifies wellbeing needs of the student cohort through training product analysis, cohort analysis and stakeholder feedback, and documents support strategies in the TAS.

Practical wellbeing supports include referral pathways to mental health and crisis services (Lifeline 13 11 14, Beyond Blue 1300 22 4636, 13YARN 13 92 76), physical health resources, study-skills guidance, flexible arrangements where possible, and early intervention when concerns are identified.

Staff are expected to respond supportively to wellbeing concerns and escalate according to TPA's crisis response and WHS processes.

9. Procedures

9.1 Pre-Enrolment and Individual Needs Identification

1. Conduct Pre-Enrolment Assessment (PEA) including discussion of support needs and any required reasonable adjustments.
2. Administer or review LLND assessment where appropriate and document results and any support required.
3. Where additional support needs are identified, develop an Individual Support Plan in consultation with the student and relevant trainer/assessor.

9.2 Providing Access to Support

- Ensure information about support services is provided at enrolment, orientation and on an ongoing basis.
- Respond to student queries in a timely manner.
- Implement Individual Support Plans and reasonable adjustments.
- Refer students to external services as needed and record referrals.

9.3 Monitoring and Continuous Improvement

- Monitor student progress and wellbeing through regular contact and trainer feedback.
- Collect student feedback on support services via surveys and other channels.
- Review support effectiveness at least annually and update the TAS, Student Handbook and this policy as required.
- Record continuous improvement actions arising from support-related feedback or incidents.

10. Roles and Responsibilities

- Director – Overall accountability for support systems, resource allocation and continuous improvement.
- Administration / Student Support – Pre-enrolment processes, PEA coordination, information provision, Individual Support Plan administration and external referrals.
- Trainers and Assessors – Day-to-day student support, implementation of Individual Support Plans and reasonable adjustments, early identification of emerging needs, and timely response to queries.

- All staff – Maintain a safe, inclusive environment and escalate wellbeing or safety concerns appropriately.

11. Related Documents

- TPA Student Handbook
- TPA Pre-Enrolment Assessment / Enrolment Form
- TPA Training and Assessment Strategies
- TPA Complaints and Appeals Policy and Procedure
- TPA Privacy Policy and Procedure
- TPA Access and Equity practices / WHS Policy
- External Support Services Register (maintained by Administration)

12. Review

This Policy and Procedure is reviewed at least annually or earlier if there is a material change to the 2025 Standards, SAS Policy, or TPA operations. Next scheduled review: August 2027.

Version	Date	Description	Author	Approved By
1.0	08/2026	Revised policy aligning to SRTOs 2025 Outcome Standards 2.3–2.6 and all relevant SAS Policy / Agreement obligations on student support, PEA, reasonable adjustments and wellbeing	Brooke Lo Giudice	Jasmine Whittle CEO